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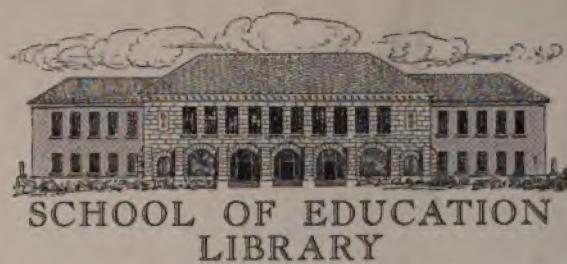
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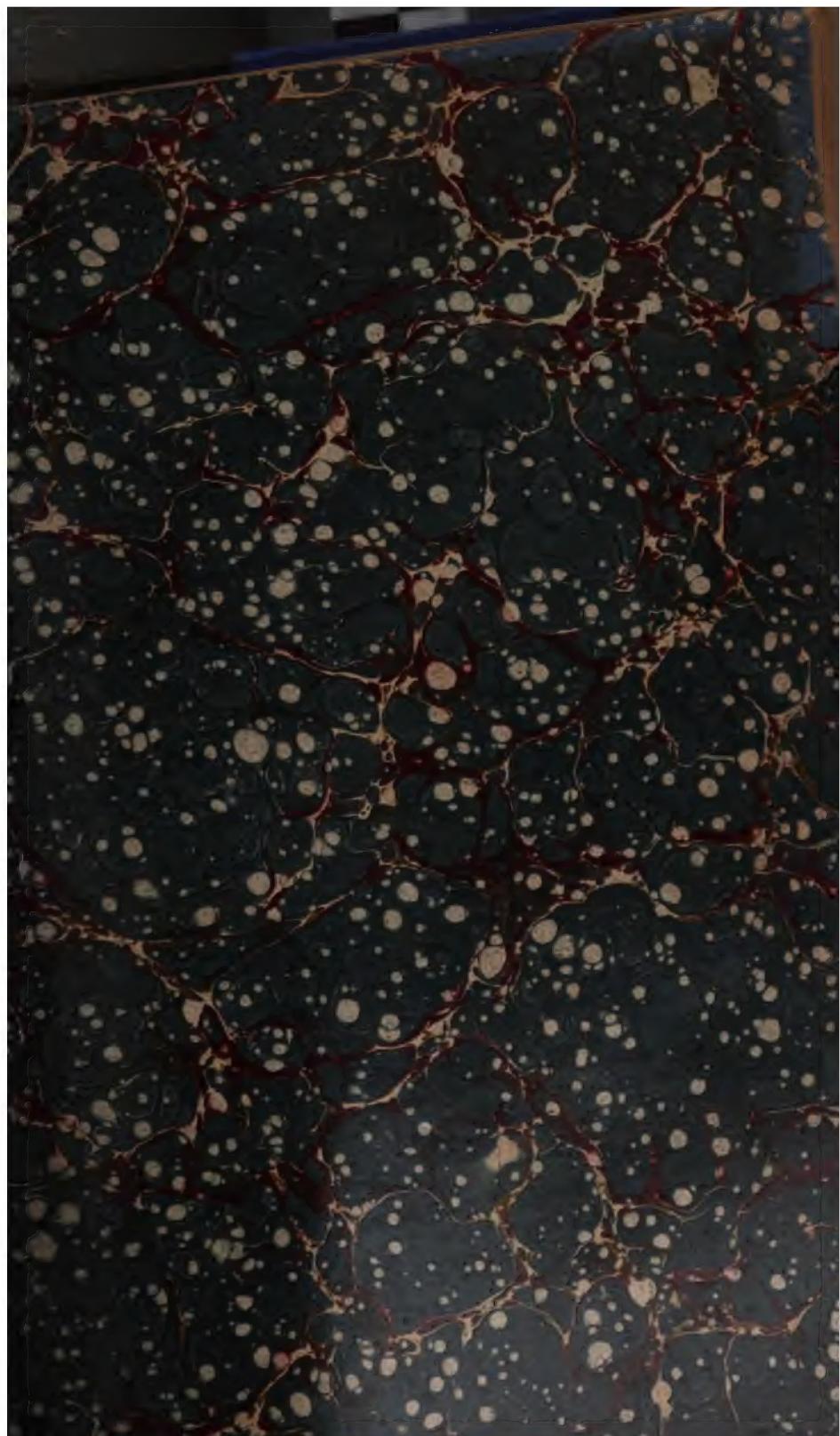
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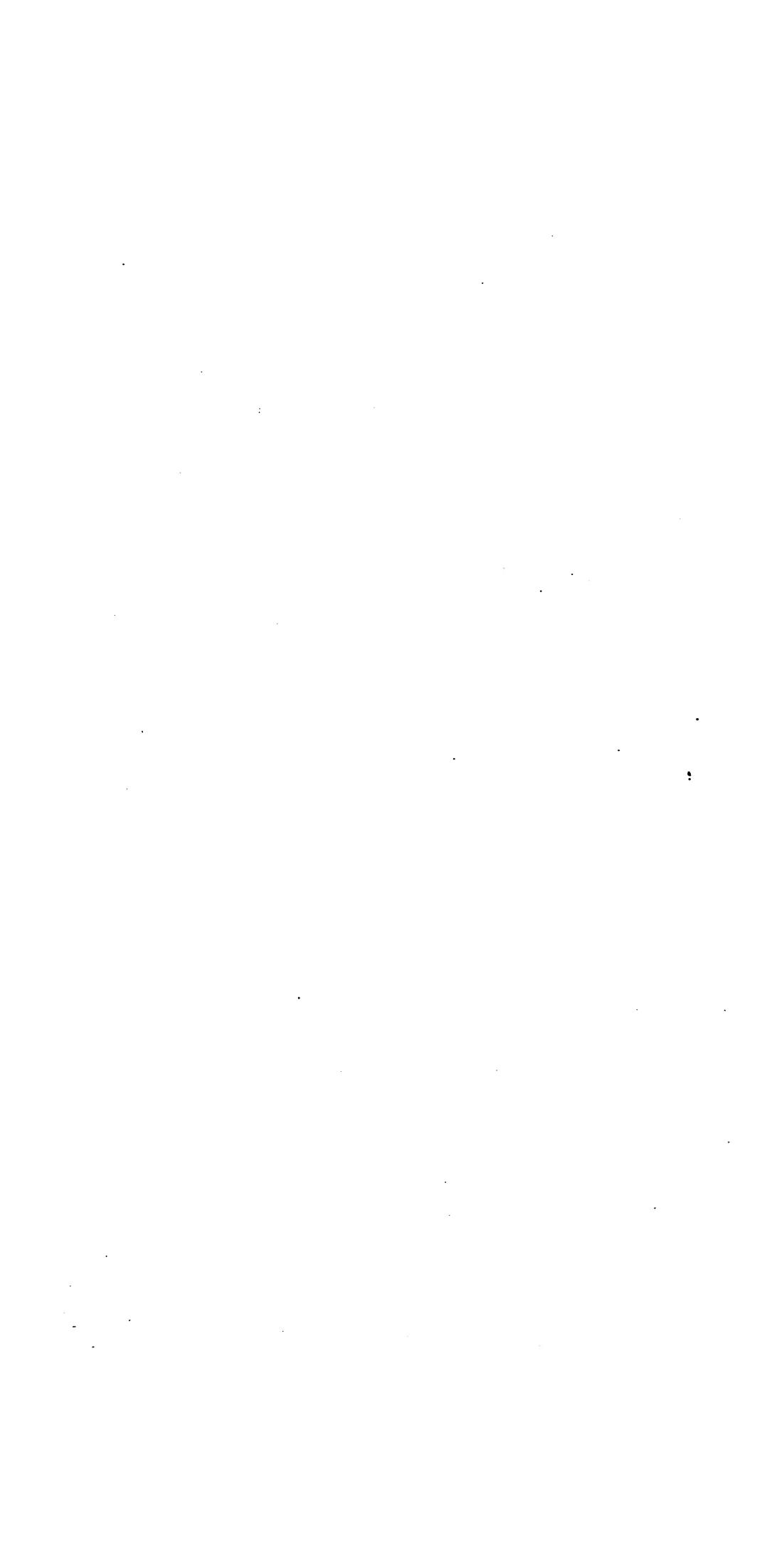
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MAY, 1899  
Vol. V & No. 1

# THE CHILD STUDY MONTHLY



Edited by  
William O. Krohn  
Alfred Bayliss

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# The Child-Study Monthly

*A Magazine devoted to Child-Study, especially in those departments that have direct bearing upon the practical problems contained in the education of the child.*

**MONTHLY, EXCEPT JULY AND AUGUST.**

### EDITORS:

WILLIAM O. KROHN, PH.D., Psychologist, Eastern Illinois Hospital, Kankakee, Ill.  
ALFRED BAYLISS, Superintendent of Public Instruction, Springfield, Ill.

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May, 1899, to April, 1900.

EDITED BY

WILLIAM O. KROHN, Ph.D.,

AND

ALFRED BAYLISS,  
Superintendent of Public Instruction, Springfield, Ill.

VOLUME V.

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# The Child-Study Monthly

EDITED BY

WILLIAM O. KROHN AND ALFRED BAYLISS.

Vol. V

MAY, 1899.

No. 1

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## EDITORIAL.

Instruction in  
Cooking.

**W**HAT COOKING MEANS. — Ruskin says: "Cooking means the knowledge of Medea and Circe, and of Calypso, and of Helen, and of Rebekah, and of the Queen of Sheba. It means the knowledge of all herbs and fruits and balms and spices, and of all that is healing and sweet in fields and groves, and savory in meats; it means carefulness and inventiveness and watchfulness and willingness and readiness of appliance; it means the economy of your great-grandmothers and the science of modern chemists; it means much tasting and no wasting; it means English thoroughness and French art and Arabian hospitality; it means, in fine, that you are to be perfectly and always, ladies (loaf-givers); and, as you are to see imperatively that everybody has something pretty to put on, so you are to see, yet more imperatively, that everybody has something nice to eat."

It is cooking in this broad sense that Mrs. Hogan evidently has in mind in her admirable report on instruction in cooking in the schools of New York City, which has just been issued from the government printing-office at Washington. It is the most suggestive pamphlet on a subject of this kind that we have ever read.

We all recognize that, with reference to instruction in manual training in our public schools, one result has been that the common industries have been divested of much of the drudgery that tends to make them distasteful to our more intelligent youth. The same may be said to apply to

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cooking as a special branch of manual training. Again, it is a subject that is within the scope of the faculties of all children whose minds and bodies are in a normal condition. Instruction in this branch is of advantage both because of practical utility and the educational value of the process. Children enter into such work with a will and a zest that is astonishing; besides, there is bound to result from such study the cultivation of habits of attention, neatness, accuracy and judgment which will benefit the pupil, not only in the special branch of cooking or serving, but in all the other studies of the school career as well as in after life.

In New York it has been actually found, as a reflex advantage of teaching cooking and other subjects in manual training, that parents are inclined to keep their children longer in school because the children themselves are more inclined to stay. If there were no other reason for such instruction, this alone would be ample. But think, too, of the admirable sense-training afforded. In no subject is there a possibility of a fuller presentation to the mind of sensations—and sensations are, indeed, the raw material of thought. Each of the powers of mind—memory, imagination, judgment, comparison, reasoning—depends on sense-experience for its raw material. Then, such work as instruction in this department of manual training offers an exceedingly valuable outlet for the surplus store of nervous energy so frequently found in healthy childhood. As it exercises, so it does, if properly carried out, develop the attention, judgment and especially the will. There is a growing interest in the subject of food and nutrition of mankind throughout the country. Any school course that provides preparation for a better knowledge of the chemistry of food and nutrition and the real philosophy of cooking certainly goes a long way in the better capacitating our children for citizenship. What we eat is more important than what we wear. We build up our bodies by using proper nourishment. Health so largely depends on pure, nutritious, well-cooked foods, that whoever leads another

toward health is a public benefactor worthy of the highest praise.

Workings of the  
Child-Mind.

OUR readers may have already observed that we publish the sayings of children for a higher purpose than that of the mere entertainment of the reader. They are nearly all authenticated as true and are not "children's sayings" from the pen of some staid old editor who knows nothing about children. When thus well authenticated they serve as an excellent means of Child-Study. Nothing more clearly illustrates the child's powers of induction, inference or association of ideas than some of its unconscious witticisms. An illustration: Recently the editor's little boy was observing the work of carpenters building a house across the street. Before the weather-boarding was put on, the sides of the house were covered with *black* tarred paper to keep out the winter's cold. Previously, the boy had seen only *red* oiled paper used for such a purpose and at first this black paper greatly nonplussed him, but presently he exclaimed, without the slightest suggestion from anyone: "Oh, I know why they use black paper—Mrs. B—(the lady for whom the house is being builded) is a widow and red paper would not do for mourning!" This shows the readiness with which association of ideas takes place in children, though such association may be, at times, of the "tangent" variety.

A Special Educa-  
tional Number.

THE *Forum*, under the able editorship of Dr. J. M. Rice, is always an exponent of the best advanced thought along political, social, economic and educational lines. A single number of *The Forum* devoted especially to any one of these departments must needs be a veritable mine in its wealth of thought and discussion. We are pleased to know that the June number of this excellent magazine is to be a special educational number. It will afford a rare treat to all engaged or interested in school work.

THE following program of one of the sections of the National Educational Association at Los Angeles will be of great interest to our readers:

CHILD STUDY.

(2-30 p. m., July 12 and 13.)

WILL S. MONROE, *President*, Westfield, Mass.

President's Address.

Status of Child-Study in Europe. Mrs. Maria Kraus-Boelte.

Division of Labor in Child-Study. John I. Jegi, State Normal School, Milwaukee, Wis.

Child-Study in Normal and Training Schools. Gertrude Edmund, Principal of Training School, Lowell, Mass.

The Child and Childhood in Ancient Greek Thought. John Patterson, Louisville, Ky.

A Curriculum of Applied Child-Study for the Kindergarten and Primary School. Frederic L. Burk, Superintendent of Schools, Santa Barbara, Cal.

Children's Interests in Literature. Isabel Lawrence, State Normal School, St. Cloud, Minn.

Children's Drawings. Mrs. Louise Maitland, State Normal School, San Jose, Cal.

The Adolescent at Home and in School. E. G. Lancaster, Colorado College, Colorado Springs.

Group Activity among Children. C. C. Van Liew, State Normal School, Los Angeles, Cal.



SPAKING of the N. E. A., Los Angeles is an ideal location for this year's meeting. Some teachers with an astonishingly limited knowledge of geography object to the location on account of the supposed torrid heat of Los Angeles or the country en route.

Comparatively few persons are accurately informed of the midsummer characteristics of the vast region that lies beyond the Missouri River. Everybody knows it is arid; nearly everybody has heard of the desert, and of high temperatures prevailing there, and the fear of extreme discomfort by reason of excessive heat operates with many inexperienced travelers as a grave objection to the trip in summer. This is an unfounded fear.

The truth is that in midsummer the temperature of the extreme desert does sometimes reach a higher figure than is experienced in the East, but it is also true, both there and elsewhere in the arid region, that under a temperature that in the humid East prostrates a large number by sunstroke and renders railway travel intolerable, the traveler in the West suffers no serious discomfort, because by reason of the absence of humidity, and the purity and thinness of the air at high altitudes, the oppressive and debilitating effects common in a moist climate are not felt, and the sensible temperature is very much less than the figures shown by the thermometer. Blodgett says of this peculiarity in his "Climatology of the United States":

The temperature of evaporation, or that marked by the wet-bulb thermometer, is a striking instrumental proof, the difference between this and the temperature of the air often remaining at 20 degrees through many days, or even months, at midday, and the difference sometimes reaching 25 degrees or 30 degrees. At all seasons this difference has a greater measure than is found in the Eastern states, and it is marked by all who traverse the country. Sensible perspiration is rarely experienced in even the warm climate of southern New Mexico under the most active physical exertion, and the languor and oppressiveness attending a heat of 90 degrees to 95 degrees in the Eastern states is never felt at such temperatures.

The desert, which is far from deserving the bad reputation it commonly bears among strangers, stretches from north to south across our country, all the way from British Columbia to Mexico. Every railway that enters California crosses it, but by any route across the desert the traveler is likely to experience less discomfort than he will have felt east of the Missouri and Mississippi rivers on the same journey. Yet in point of comfort there is a choice, and the most comfortable route is that which is freest from dust, avoids low altitudes and crosses the desert in the shortest distance, the briefest time, and with the least exposure to the heat of the day.

All these advantages are possessed by the Santa Fe route, as detailed below:

1. It is the shortest route. The distance to Los Angeles by the Santa Fe route (via Albuquerque and Barstow) is, from Chicago, 2,265 miles, while by the shortest route through Ogden the distance from Chicago is 2,734 miles, a saving of nearly 500 miles.
2. It is the quickest. By reason of shorter mileage the time of transit is less. The regular daily schedule of trains of the Santa Fe route to Los Angeles is, from Chicago, 82½ hours. The shortest corresponding schedule via Salt Lake City and Ogden is from Chicago, 110 hours.
3. It traverses the smallest portion of the desert. This portion is known as the Mojave Desert and extends from the Colorado River to Barstow, a distance of only 169 miles. Passengers via the central routes cross the portion known as the Humboldt Desert, as well as that portion of the Mojave Desert which lies between Mojave and Los Angeles.
4. It crosses the greater part of this in the cool of the day—to-wit: after supper west bound, and after four o'clock in the afternoon east bound. Even on the extreme desert, at that altitude above sea-level, there is a rapid dissipation of heat in the thin, pure atmosphere after nightfall.
5. It has the minimum of alkali dust, because of its short mileage over the region where this discomfort may be looked for. Moreover, the Santa Fe route to California is well ballasted, and within the past eighteen months hundreds of thousands of dollars have been expended upon the western portion in perfecting its roadbed and track.
6. Through the arid region (which no route avoids) outside the desert it runs over a continuous mountain top. This is true all the way from eastern Colorado to the western boundary of Arizona.
7. In New Mexico and Arizona vast tracts of timber are traversed. This is contrary to the notion of many. In Central Arizona the route lies through what is said to be the largest pine forest in the United States, which the train requires half a day to cross—namely, from breakfast time until after noon. Many other portions of the way are heavily timbered. Park-like forests of huge pine trees, at an altitude of from 6,000 to 7,000 feet, cannot be associated with oppressive heat.
8. The highest midsummer temperature of this region is actually lower than that of the scores of well-known cities in the Middle and Eastern states.

These are some of the many reasons for our taking the Santa Fe route. We have still others up our sleeve.

## SCIENTIFIC AND PRACTICAL CHILD-STUDY—THEIR SCOPE AND LIMITATIONS.\*

CHILD-STUDY is often called a "fad," but it conforms to none of the definitions of a "fad." It is not a trifling pursuit, but the noblest endeavor of all who deserve the name of teacher or parent. Child-Study is almost as broad as education, and certainly no one will decry education as a fad. Many of the means of education often take the direction of fads; *i. e.*, become hobbies or become trifling in nature, but education is the most serious question, the most significant question that has ever occupied or ever will occupy the minds of intelligent humanity.

Certain methods of Child-Study, such as the questionnaire method, the anthropometric method, etc., may develop into fads, but the study of children must enter into the intelligent consideration of every educational question. This is true as regards subject-matter, and means and methods. Education may be reduced to two ultimate questions: (*a*) What shall the child learn, and (*b*) what are the best means of attaining the desired ends? And we must look to the child in answering either.

Child-Study, unfortunately, has come into disrepute in some quarters, largely because so many dilettanti without scientific training or insight are carrying out so-called investigations in the name of science and publishing to the world the worthless results of their puerile efforts.

Many of this type of investigator hunt only for abnormalities or unusual sayings and doings of children, with no other end in view than the hope of contributing an article on some new and startling topic. Then many others with perfectly good intentions, through imitation, pursue similar methods in the belief that they are aiding the cause of

(\* ) Read before the Wisconsin State Teachers' Association, Milwaukee, Dec. 27, 1898.

science. The results of such misdirected efforts are published and people rightly denominate it "stuff and nonsense," but also wrongly denounce *all* Child-Study as worthless and the outcome of a fad. Often much valuable time is worse than wasted in the attempt to produce something new. To quote Prof. Butler: "Much of modern so-called scientific work is really unscientific. It has no beginning and no end, and is, so far, just as wasteful and enervating as would be the attempt to count the leaves of the trees of Maine or the sands of the desert Sahara. . . . Hundreds of so-called investigators all over the world are frittering away their time and wasting public and private funds in their incessant desire to do something that means nothing."—*Ed. R., Oct., 1898, 283.* But the foregoing does not apply to Child-Study and education alone. It is equally applicable to the investigations in any other branch of knowledge, just as abortive attempts may be cited from researches in history, geology, philology, chemistry, and other sciences. But we hear little just now of any fads except from the Child-Study side.

I wonder whether the *decrying* of Child-Study has not also become a fad? The main reason why so much is heard about fads in education is because no other subject comes so close to the intelligence and interests of so large a mass of humanity. Education concerns not only the teacher, but the child, the adolescent, the parent, the family, the community-society. It is more vitally connected with the present and future welfare of mankind than any other phase of human endeavor.

Another reason why Child-Study has been so much derided is because people have expected more from it than it was able to give or they had a right to expect. There has been too little discrimination between the work attempted by the specialist and that by the novice. But a few cynics in high places, who ought to discriminate better, have taken the disappointing or worthless results as a cue for the epithets and anathemas that they delight in hurling at

the whole subject. Uninformed persons take up the cry and denounce it without investigation. Thus, the study is deprived of many practical workers who might materially aid the cause in a practical way.

From the scientific standpoint Child-Study is almost synonymous with genetic psychology. It includes an examination of all processes of change or metamorphosis through which the various mental powers have passed in reaching the status they possess in the normal individual of civilized races. It seeks not only knowledge of the various intellectual, emotional and volitional phenomena, but it also seeks the *genesis* of these in the human race. With this view, child psychology must seek light, not only from the characteristics of children, but also from a study of adolescent, adult and senescent life; not only of man, but the lower animals, in so far as such study can throw any light upon the present psychic life of children.

Thus we see that Child-Study in a wide sense derives a great deal of data secured from biology, embryology, anthropology, medicine, sociology, religion, and ethics, as well as that from physiology, psychology and pedagogy. To illustrate the broad scope of the subject I may instance the work done at Clark University, which represents the foremost thought of the day upon the subject of Child-Study or genetic psychology. Yet one seldom hears the word Child-Study there. The work is carried on with this broader conception, every student in the philosophical department being required to do work in biology, anthropology, psychology and philosophy, no matter what his course may be. Unfortunately the entire work is often judged (*misjudged*) by the syllabi that emanate from there. The syllabi show neither the beginning nor the end and are only incidental features which it is hoped will contribute something to the topic under consideration. Sometimes they do, sometimes they do not, as in all scientific research there is fruitful and fruitless work. Unfortunately for the science, the entire work is usually judged by these

incidental features alone. This is pardonable, because those who do so are usually those without scientific training insight and they are not willing to wait. They do not understand the vast amount of detail and drudgery that must be done in every department of scientific research. The layman is looking for practical results and we cannot blame him, but we may offer by way of explanation that the practical results form no integral part of the scientist's work. If he happens to discover some practical applications and chooses to give them to the world, it is well, but if not it indicates no lack of science. Science means organized knowledge, and before any science is established we must collect, collect, collect—collect data, and the process is sometimes almost interminable. Darwin collected material for thirty years before he was ready to give to the world any generalized results. We must remember that psychology itself is a comparatively new science, and we must not expect too great immediate results. If you will notice you will find that it is the dilettante in Child-Study who is most ready to give you generalizations. The more scientific exhibit greater caution and less dogmatism.

From the practical side Child-Study ought to seek a recognition of the principles underlying the care and training of children. These principles may be gleaned from psychology, from medicine or other sciences, or they may be reached by purely empirical methods. It should be understood that Child-Study in the school and in the home is concerned with the practical ways of dealing with children and not primarily with the advancement of science as such. The study is primarily for the sake of the child, secondarily for the sake of the teacher, and incidentally for the sake of the science. The best Child-Study in the home or in the school will be concerned with a determination of the needs and possibilities of childhood; with a determination of dominant interests and best ways of making these interests productive of true development. It should seek to know how to gain the child's confidence and affections and how to

make him susceptible to the best influences; it should seek a deeper insight into child nature; and above all to enable the child to know himself—his possibilities and his limitations. As Mrs. Birney has said: "The work of the teacher and mother for the child is synthetic rather than analytic; is artistic rather than scientific." Other things being equal, the practical work will be more rationally conducted and more effective if preceded by a thorough scientific preparation. The importance of a thorough grounding in psychology (in a broad sense) as a preparation for parenthood as well as for teaching cannot be too strongly urged. The best practitioners in medicine are those who have had the most thorough scientific training as a preparation. Those who have scientific psychological preparation will be the better able to understand child nature aright and to better further the development of the growing child into a nobler manhood or womanhood.

The interest of the teacher is not in the theoretical consideration of the science, but in the practical application that can be made of the well-formulated principles in teaching. The schoolroom is not the place for the scientific experimentation on children and the teacher not essentially an experimenter. It is well if the teacher has had scientific training in this line and gained scientific insight, but the schoolroom is essentially a place for carrying into execution well formulated principles.

The sooner teachers and parents learn that the function of Child-Study in the home is primarily for the good of the child, secondarily for the good of the teacher or parent, in increasing insight and sympathy, and only incidentally for the science, the better it will be for schools and homes and for the reputation of the science.

The rank and file of teachers and parents ought not to expect to add much to science by their observations of children. The results that properly accrue from such observation ought to be attended with a greater interest in children, a more intelligent understanding of them, and bet-

ter methods of dealing with them, but to expect much of scientific value is delusive; and leaders in the movement ought not to hold out such expectations as an inducement.

In physics we need men of science to formulate theories concerning light, sound, etc., but there is no less a demand for skilled operators of the telegraph, the telephone and the electric lighting plants. Both classes are necessary, but the work of the former, though related to that of the latter, is entirely distinct from it. Analogically the same is true of child psychology or any other psychology. The scientist views the subject from the standpoint of science alone. He studies the phenomena as they are and not with reference to the use they may subserve. However, since education looks to psychology for its laws the teacher expects that every psychological law must yield a corresponding pedagogical principle. Nothing is more erroneous. Just as vain would be the expectation that from the formulation of every physical law a new machine could be constructed, or from every chemical reaction a new medicine, or lotion could be compounded, or from every historical fact a new rule of action could be formulated for every-day conduct. We have no right to expect so much. The words of Prof. Sully concerning psychology are here applicable. In the preface to his "Outlines of Psychology," he says:

"If a teacher approaches the study of mental science with the supposition that it is going to open up to him a short and easy road to his professional goal, he will be disappointed. Such an expectation would show that his mind had not clearly seized the relation between science and art, theoretic and practical science. The first condition of such a theory is a mass of traditional knowledge gained by experience or trial and observation. This empirical knowledge is all that the practitioner (physician, teacher, etc.,) has in the early stages of his art. And with respect to the practical details of the art it must always continue to be the main source of guidance. The best method of bandaging a limb, and the best way to teach Latin are largely matters

to be determined by experience. The function of scientific truth in relation to art or practice is briefly to give us a deeper insight into the nature of our work and the conditions under which it is necessarily carried on. Thus mental science enlarges the teacher's notion of education by showing him what a complex thing a human mind is, in how many ways it may grow, how influences must combine for its full exercise, and how variously determined in its growth by individual nature. It further furnishes him with wide principles or maxims, which, though of less immediate practical value than the narrower rules gained by experience, are a necessary supplement to these. By connecting the empirical rule with one of these scientific principles, he is in a position to understand it, to know why it succeeds in certain cases and fails in others."

I believe, however, that child psychology has proven its right to exist. The results, though not all that have been expected from some quarters, are still of sufficient importance to justify its study with greater diligence than ever. The results are undoubtedly far greater than its opponents would be willing to admit. I shall not attempt a summary of all the beneficial results but will briefly mention a few of the more significant and well demonstrated ones.

In the first place it is perfectly evident that never before in the history of the world has there been such a healthful interest in the cause of education as there is to-day. People in the great nations of the world are bending their best energies toward providing better means of education for their children. There is great expenditure of money for the purpose of providing the best in education from the kindergarten through the university. Where one family sent its children to college fifty years ago, ten do now. Again, the number of organizations and institutions built up for the purpose of furthering the cause of education is almost innumerable.

Witness the multitude of mothers' clubs, mothers' congresses, women's school alliances, women's leagues for bet-

ter sanitation in school buildings, teachers' clubs, associations and reading circles, the increase and improvement of public libraries, traveling libraries, extension courses, correspondence courses, the multiplication of sewing-schools, cooking-schools, schools of domestic science, etc. To simply enumerate would occupy many pages. The free lectures given by the Board of Education in New York City within the past ten years have been wonderful agents in the cause of education. During the year 1896-7 there were given 1,066 free lectures upon educational topics to the working-people. The fact that 426,357 persons attended them speaks unequivocally of their popularity. Educational literature is growing more abundant every day. None of the popular magazines, even of the purely literary type, can get along now without one or more articles upon current educational topics in each number. Even the daily papers in many cities give considerable space to educational questions. I noticed in Sunday's *Sentinel* that of twenty mayors of Wisconsin cities who indicated what their city would like in a Christmas stocking, that eleven of them indicated improvement in school facilities. These men are all business men and the answers are very significant. It shows that the people are deeply interested in the cause of education, and that they are studying the interests of their children.

There are at present fourteen state organizations for Child-Study, sixty city associations, and more than three hundred local clubs. Fifteen colleges have chairs of Child-Study. It has even secured a footing in conservative Oxford and Edinburgh, each of which furnishes lecturers upon the subject. It has found its way into India, China, Japan and the Hawaiian Islands. Dr. Hall says that it has increased matrimony and the desire to rear children. Thousands of young mothers and fathers are studying their offspring with minutest care and making records of everything they deem important. Much of this is of no scientific value but it is an index of increased interest in and knowledge about children.

Throughout the country there are less than 160,000 one women (exclusive of teachers) actively engaged in some form of enterprise looking directly toward the betterment of educational methods and facilities. These ladies are among the leading women of their respective communities. This work takes various directions. Some of it is in mothers' clubs and mothers' meetings, others in parents' and teachers' meetings. In some, Child-Study as ordinarily thought of is the central topic; in others the kindergarten, foods and their relative values and modes of preparation, general health, sleep, fatigue, home lessons, care of teeth, care of body, clothing, exercise, tobacco, schoolroom sanitation, schoolroom decoration, manners, morals, etc., are considered.

Though much of the work is desultory and lacking in point, yet it all contributes toward a closer bond of sympathy between home and school, and anything that will further this end is highly desirable.

It may be presumptuous to claim all this as the direct outcome of recent Child-Study. It may be better to say, as the modern historians are coming to do, that no one factor is a sufficient cause for any great movement, but that the spirit of the movement is "in the air." But it is certain that interest in education in the larger sense is the dominant cause of all the activity. And I think it is not too much to say that a great deal of enthusiasm has been kindled by the newer Child-Study and that a very significant advance is synchronous with its advent. The questionnaire has not accomplished it, the scales and balance have not accomplished it, optical and auditory tests have not accomplished it, though each has given its quota through the results it revealed—but the greater interest in the child as the future heir of the present has accomplished it. By the various methods we have been enabled to know more intimately his possibilities, his points of strength and his shortcomings. All have stimulated toward bettering means of developing his possibilities.

I now pass to some of the results more directly concerned with school work. Not all of the results I shall mention are universally heeded but all have been well demonstrated by Child-Study.

1. Careful study has shown us that good school work can be accomplished only when hygienic surroundings are suitable. To insure this, great care must be given to heating, lighting, ventilation, seating, etc. Best arrangements have not been determined upon in some of these directions; but that their importance is recognized is a long step in advance.

2. The value of play has long been recognized in the kindergarten, but we are only awakening to the fact that well-regulated play has a place and is a distinct educational factor in all grades of school.

3. We now recognize that mental development is not continuous, but occurs by stages, and varies greatly as does physical growth.

4. It is now recognized that there are nascent periods in human development—periods when the mind is most open to certain influences. It has been shown that most religious/conversions occur between 15 and 17 years of age. There are nascent periods for play, and also for various classes of studies. This is of prime pedagogical importance. If a nascent period passes without being taken advantage of, a golden opportunity is lost. Prof. James says: "If a boy grows up alone at the age of games and sports, and does not learn to play ball nor row nor sail nor ride nor skate nor fish nor shoot, probably he will be sedentary to the end of his days. In all pedagogy the great thing is to strike the iron while hot and to seize the wave of the pupil's interest in each successive subject before the ebb has come. . . . There is a happy moment for fixing skill in drawing, for making boys collectors in natural history and presently disectors and botanists. In each of us a saturation-point is soon reached . . . and unless the topic be one associated with some urgent personal need that keeps our wits

constantly whetted about it, we settle into an equilibrium and live on what we learned when our interest was fresh and instinctive, without adding to the store. Outside of their own business, the ideas gained by men before the age of twenty-five are practically the only ideas they shall have in their lives. They cannot get anything new. . . . To detect the moment of the instinctive readiness for the subject is, then, the first duty of every educator."

You all have had experience in teaching elementary subjects to pupils way beyond the proper place for it and know the difficulties.

5. We now have well-confirmed knowledge that physical and mental development proceed from the fundamental to the accessory. The older, larger, simpler and stabler organs function much earlier than the finer, more recent, more complex and less stable organs. This is true of both muscular and neural tissues. The knowledge of this has caused teachers to give young children such work as involves the use of the larger muscles instead of the finer ones. Formerly children in the kindergarten were given fine weaving and pricking, now the work provided is coarser; formerly young pupils were made to do fine writing, now well-informed teachers send them to the blackboard instead.

6. The studies concerning the relation between fatigue and periods of work are beginning to bear good results in the arrangement of programs of work and rest according to psychological and physiological principles. The best period of the day is found to be from 8 to 10 a. m., from 3 to 4 the next best, and from 11 to 12 the worst period. No thoughtful teacher would place mathematics at this hour, if avoidable. The old adage that a change of work is as good as a rest is no longer held in toto. All kinds of work demand energy and no substitution of work for work will take the place of rest—absolute rest. Even physical exercise should not be undertaken directly after severe mental labor. Physical exercise demands much nervous force.

To substitute such exercises, demanding close attention, is simply increasing the burden already great. "Complete rest is needed at times; the whole of the body and brain at times require to go through a period of quiet nutrition, without any expenditure of force that can be avoided. This may best be effected after feeding, when the blood is rich with nutritive material. The signs of restfulness are negative—absence of movement, as in sleep."—*Dr. Francis Warner, Mental Faculty, p. 78.*

7. "Child-Study has shown that the effects of good physical training in school are to diminish the number of cases with signs of brain disorders and also the number of dull children."—*Ibid.*

8. "It has been shown that physical training tends to improve the brain conditions of children, preventing or removing brain disorderliness in motor and mental action, and promotes activity in both directions. This applies not only to children perfectly well made in body but also to those in some slight degree below normal."—*Dr. W. O. Krohn, "Child-Study Monthly," October, 1898.*

9. Child-Study has shown that "a perfect idea always has the motor side strongly developed."—*R. P. Halleck, Address at N. E. A., 1898.*

10. "That the young child's most pronounced tendency is toward imitative action."—*Ibid.*

11. That "habitual actions are most powerful inhibitors of movements which do not tend in the same direction as the old. Hence, youthful habits of the right kind should not be narrowed down to one field. Too much specialization in early youth can have only bad cerebral results."—*Ibid.*

12. Child-Study has shown the significance of the relation between physical and moral education. Judicious physical training will do more for moral education than all the lectures on moral science of a New England college professor. With the encouragement of properly directed athletic sports the old-time college pranks and hazing have

nearly disappeared. The effect upon younger pupils is also very apparent.

13. Methods of training the feeble-minded have been much improved. Instead of beginning with abstract mental training, some form of physical exercise is given to develop muscular control and to develop attention. From fundamental to accessory is also the order of procedure.

14. Observation of children has certainly contributed to the science of education something in regard to the teaching of morality. Such observations have shown that those who try to teach morality by mere word of mouth waste their efforts. All sentiments of rightdoing must end in action if the result is to be permanent. The teacher must furnish opportunity for rightdoing as well as to point out what is desirable and what is undesirable.

15. The strongest potential capacity of the child is for action.

16. It has been well established that myopia is increased by school occupations. Tests initiated by Dr. Max Cohn of Breslau, and repeated by many observers, establish the fact that myopia increases from grade to grade. The proportion varies in different countries, but the trouble is, to say the least, alarming. The causes are many and various. Insufficient light, glaring light, bad print, bad atmosphere overstudy, and bad position in writing are all contributing their quota to the alarming results. The condition points to a necessity in readjustment of school curricula.

17. As a final point I would indicate that modern study of educational problems has indicated very clearly to us that the period of adolescence is a period requiring great tact and caution on the part of educators. It is the great period of readjustment. Often children take on entirely new physical characteristics. Up to this period they may have resembled one parent, and now they change in features to resemble the other. What is true of physical characteristics is no less true of mental. The entire temperament often undergoes complete change. It is the period when old in-

terests die out and entirely new ones replace them. It is a period of great unrest—boys often run away from home, and girls become giddy and wild. There is a great desire to get out to see the world, to do battle for themselves. It is the great period for doubt, for argumentation, debate, and sophistry. Boys organize debating societies and tend to argue every question with their elders. Most religious conversions occur at this age; it is the age when crime is begun and it is the age when speculation upon more cosmic-relations first enter into the youth's thinking. Great care and discretion is necessary on the part of teachers and educators to guide the restless youth safely over this period. The question concerning the best kind of high school curriculum is closely bound up with a study of adolescence. Shall the high-school course center about a few branches and shall these be drilled thoroughly into the pupil's mind, or shall the whole vista of human knowledge be opened up to him so that he may get a taste of many things and be enabled to better determine lines of interest which he is specially fitted to pursue. We know that it is just at this time that most pupils leave school, many of them because they find nothing there that interests them, and we also know of the number of *misfits* in the world because of having entered upon a wrong calling. The question certainly needs more study.

The foregoing are a few of the results that Child-Study has either demonstrated or emphasized. Many more could easily be shown, but these will suffice for the present purpose.

How shall the teacher study the child? is the next and last consideration to which I pass. I shall not presume to enter into it exhaustively, but only to suggest a few lines of profitable work. To begin with, I believe that every teacher should study children. I also believe that every good teacher does study them and that the best teachers study them most.

How shall I set about it? What preparation must

I have? are the questions most frequently asked. If you have training in general psychology it is very desirable, but if you have not, do not wait. Begin with the child and thus gain the best part of your knowledge of psychology. While studying the children, acquaint yourselves with the best available literature on the subject. This will enable you to correct your own observations. In order to do Child-Study work the teacher need not wait until the spirit moves to work out something entirely unheard of. The best work will be of the plain every-day sort of observation of children — observations of characteristics that are easily apparent, but that are factors in determining a child's status in class and his future character. The teacher should determine what are the child's greatest possibilities, his greatest needs and limitations and the best methods of enabling her to help the child to realize his possibilities and to surmount obstacles to success. Remember that it is a knowledge of your individual pupils that you should seek rather than the "pedagogic phantom, the average child." The immediate outcome of the study should be better methods of dealing with the individual pupils and a greater mutual sympathy existing between teacher and pupil. The more the teacher can know about the pupil the better will she be able to deal with him. Too often all pupils of a given age are required to do the same work. No discrimination is made between the strong and the weak, the lame and the lazy. By such methods the weak are discouraged because of the excessive burdens and the strong are disgusted because they are made to mark time. A better knowledge of pupils would help the teacher to adjust matters.

For convenience we may divide the studies into physical, intellectual and moral. Under physical characteristics it would be well to note whether growth is normal, whether there are abnormalities of feature, etc. These, however, seem to afford no very definite conclusions. There are undersized and ill-shaped persons with great mental capacity and there are persons with apparently normal

physique who are lacking in intelligence and morality. More significant, it seems to me, than size or outward form of features is the manner of their functioning. A disturbance of physical function means mental distraction, at least, and often much more. If defects of sight or hearing are suspected, simple tests may be made to verify suspicions. If defects are discovered, the case should be reported to parents and physician. All tests are to be made in such a way as not to make the child self-conscious. The teacher must learn to study conditions without arousing antagonism. The only purpose is to better the child's welfare. The teacher should further inform herself by talks with pupils and parents of the child's general health—whether sleep is normal and sufficient, whether great fatigue is noticeable, whether the school work is too heavy or not. Teachers do not, as a rule, give due weight to the far-reaching results of school work, of loss of sleep or lack of proper food. After some days of absence because of illness, which may have drained the whole body and brain of its reserve power and accustomed vitality, the pupil is generally given not less but more work to "catch up." Seldom do teachers inquire into the home rest, recreation and relaxation of their pupils. The teacher ought specially to be on the lookout for signs of nervousness. This may be exhibited in various ways—as by tremulousness of hands, by shyness, by stammering, by irritability, etc. The causes of nervousness should be closely inquired into. Is it due to worry over lessons, over examinations, lack of sleep, lack of exercise, heredity or what? In all cases a remedy must be sought.

To test mental and moral characteristics no apparatus nor special tests are required. They are generally out of place. The daily contact of the teacher with pupils in the classroom and on the playground ought to reveal to the observant teacher the mental and moral status of her pupils. More important, however, than simply determin-

ing what mental and moral characteristics her pupils exhibit, the teacher should make an especial study of each pupil to find out best methods of arousing given states of knowing feelings and willing in them. To do this she will need to study their interests and the apperceptive material already in possession. To determine what the child already knows and how best to lead him the next step is fundamental in all true teaching.

Along with the careful observation of children, carry on as wide a line of reading as possible. The works of Preyer, Tracy, Baldwin, Hall, and others are full of suggestions. Although you cannot imitate all their observations, and it would not be desirable if you could, yet the reading will suggest many new points to observe, and serve as a criterion for your own observations. Read as much on general psychology as possible and do not overlook the valuable psychological material in general literature. Nowhere else can you find such minute delineations of types of character as in general literature. Leave no stone unturned in trying to secure the maximum of intelligent knowledge concerning your pupils and ways of developing them into complete manhood and womanhood. Remember that the child is the center. Hail with delight anything that will enable you to know him better, no matter from what source that information has been gleaned, whether by general observation, by means of the balance, the tape-line, the microscope, test types, ocular instruments or even the much-tabooed questionaire. Do not regard the field as exhausted by the study of one child, by examination of one characteristic. You need to know all the children that come under your care, and all about them, and the goal is not a baptism of printer's ink, but a truer knowledge of the children that they may be ennobled and uplifted. It is the law of life that parents live only as long as they can be of use to their offspring; as soon as the offspring bearing period closes, decline sets in. Then the

whole goal of life is education, and we should strive diligently, as did Pestalozzi, to better know the human spirit, its laws of development, and the means of vivifying and ennobling it.

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### DECORATION DAY.

Do you know what it means, you boys and girls  
Who hail from the North and South?  
Do you know what it means—  
This twining of greens—  
Round the silent cannon's mouth;  
This strewing with flowers the grass-grown grave;  
This decking with garlands the statues brave;  
This flaunting of flags,  
All in tatters and rags;  
This marching and singing;  
These bells all a-ring ing;  
These faces grave and these faces gay;  
This talk of the Blue and this talk of the Gray,  
In the North and the South, Decoration Day?

Not simply a show-time, boys and girls,  
Is this day of falling flowers;  
Not a pageant, a play,  
Nor a holiday  
Of flags and floral bowers.  
It is something more than the day that starts  
War memories a-throb in veteran hearts;

For, across the years,  
To the hopes and the fears,  
To the days of battle,  
Of roar and rattle—  
To the past that now seems so far away,  
Do the sons of the Blue and the sons of the Gray  
Gaze—hand clasping hand—Decoration Day.

—Selected.—

## AN EDUCATIONAL PROBLEM.

HOW TO GIVE A COMPLETE AND WISE PREPARATION FOR LIFE  
TO A PHYSICALLY WEAK GIRL OF 12 YEARS, IN  
FOUR HOURS A WEEK.

THIS was the problem presented to the writer at the beginning of 1899:

Ida, the girl in question, had previously attended a private morning class of three hours each school-day, and it had proved too much for her. As she was growing rapidly, and symptoms of chorea (St. Vitus' Dance) began to show themselves, both her teacher (the writer) and the doctor advised complete cessation of all studies except music, of which she is very fond.

This was done; but after a rest of about a year, the father insisted that she must either go to school, or have lessons at home.

The mother, perhaps more fully realizing than the father the risk of lifelong invalidism for her daughter, chose the latter course—home-lessons—and these very short and few; and the writer was asked to give them. Hence the problem as stated.

Ida is the oldest of a family of six (living members) four boys and a baby-girl, and is a perfect little mother and home-maker. So her future has already shadowed itself forth to a great degree.

Now, how to use these four hours a week, supplemented by a little home-work, to the best, most practical, and most lasting results. This was the question the writer asked herself; and, after some consideration, the one, which in a modified form, she laid before her pupil, who, though very immature in some directions, is thoughtful beyond her years in others.

The following questions were written out and talked over during parts of the first three lessons:

QUESTIONS.

1. What do I, or anyone, need an education for? (as a human being in general.)
2. Must education come *only* through going to school, or taking lessons?
3. What is education? Lat. *E*, out of, and *duco*, I lead.
4. What is instruction? Lat. *In*, into, and *struere*, to pile up.
5. In what especial things do *I* (Ida) most need instruction?
6. What is to be educated in me as Ida —? (who is *different* from every other human being.)

In response to the fifth question, which awakened Ida's interest, but was too difficult for direct answer by herself, the synopsis given below was made and talked over with her, until a *general* understanding of it was reached. It is perhaps necessary to state that at present there is no digging up of roots to see the amount of growth in the shape of examination-questions, or reproduction-exercises, the writer's own experience being that at the same age she was capable of *understanding* a great deal which, until many long years afterwards, she was unable to formulate in words.

SYNOPSIS—INSTRUCTION.

- In seeing FORM, in OBJECTS.
- In CORRECT FORMS of LANGUAGE.
- In BEAUTY OF LANGUAGE—POETIC FORM.
- In USE of NUMBER in DAILY LIFE.
- In KNOWLEDGE OF THE HUMAN FAMILY, homes, foods and circumstances.
- In KNOWLEDGE OF THE HUMAN BODY, and how to keep it in good working order.
- In the IDEALS ("mind-pictures") of the BEST.
- In Examples of IDEAL LIVES from history of all lands and times.

The four lessons were given on Tuesdays, Wednesdays, Thursdays and Fridays. For Mondays Ida was asked to set aside the usual hour, and to work alone in it, drawing from life, or from some simple object—"life-size" on coarse wrapping-paper, and writing three or four verses of poetry—*her own selection*—from Longfellow, Whittier, or other poets; these exercises respectively giving training in seeing concrete form correctly, and in the recognition of more abstract form in the beautiful phrasings and rhythms of poetry.

These exercises were extremely satisfactory, giving results far beyond what might reasonably have been expected.

For instance, the choice of certain verses of Whittier's "Ship Builders" showed the influence of a previous lesson on the logging camps and river "drives" of lumber, which at the time had seemed a little too advanced.

MAY MACKINTOSH, P.D. M.

Weehawken, N. J.

[Continued.]



Your chief business is to make pupils think, not to think for them; to draw out their powers, not to display your own.

Keep your voice down to the conversational key. A quiet voice is music in the schoolroom.

Train your pupils to recite in good English, but do not worry them by interruptions while they are speaking. Make a note of incorrect or inelegant expressions, and have them corrected afterwards.

Seldom repeat a question. Train your pupils to a habit of attention, so that they can understand what you say the first time.

Give your slow pupils time to think and speak. The highest praise given by an English inspector to a teacher was that he allowed his slow boys time to wriggle out an answer.—*Sweet's Monthly Teaching*.

## THE NAME OF OLD GLORY—1898.

Old Glory! say, who,  
By the ships and the crew.  
And the long, blended ranks of the Gray and the Blue—  
Who gave you Old Glory, the name that you bear  
With such pride everywhere.  
As you cast yourself free to the rapturous air.  
And leap out full length, as we're wanting you 'o?—  
Who gave you that name, with the ring of the same,  
And the honor and fame so becoming to you?  
Your stripes stroked in ripples of white and of red,  
With your stars at their glittering best overhead—  
By day or by night  
The delightfulest light  
Laughing down from their little square heaven of blue!  
Who gave the name of Old Glory—say, who—  
Who gave you the name of Old Glory?

*The old banner lifted and faltering then  
In vague lisps and whispers fell silent again.*

Old Glory: the story we're wanting to hear  
Is what the plain facts of your christening were—  
For your name—just to hear it  
Repeat it, and cheer it, 's a tang to the spirit  
As salt as a tear:  
And seeing you fly, and the boys marching by,  
There's a shout in the throat and a blur in the eye,  
And an aching to live for you always—or die,  
If, dying, we still keep you waving on high.  
And so, by our love  
For you, floating above,  
And the scars of all wars and the sorrow thereof,  
Who gave you the name of Old Glory, and why  
Are we thrilled at the name of Old Glory?

*Then the old banner leaped like a sail in the blast  
. And fluttered an audible answer at last.*

And it spake with a shake of the voice, and it said:  
By the driven snow-white and the living blood-red  
Of my bars and their heaven of stars overhead—  
By the symbol conjoined of them all, skyward cast,  
As I float from the steeple or flap at the mast,  
Or droop o'er the sod where the long grasses nod.—  
My name is as old as the glory of God.  
So I came by the name of Old Glory.

—James Whitcomb Riley.

## THE MUSICAL FACULTY OF FEEBLE-MINDED CHILDREN.

"Every work of right art has a tendency to reproduce the ethical state which first developed it. Music, which of all the arts, is most directly ethical in origin, is also the most direct in power of discipline; the first, the simplest of all instruments of moral instruction; while in the failure and betrayal of its functions it becomes the subtlest aid of moral degradation. Music is thus in her health the teacher of perfect order, and is the voice of the obedience of angels and the companion of the course of the spheres of heaven."

—John Ruskin.

### INNATE LOVE OF MUSIC APPARENT.

NEARLY all feeble-minded children have a keen love for music. They are very susceptible to musical sound, be it tone or note. Even if unable to speak a word or to understand speech many of them can hum tunes. Frequently, though the vocabulary be limited to but a few words or even sounds, they will use these without sense or meaning in combination with some melody.

The power to imitate musical sounds, tones, themes or melodies is present, although these same children cannot be induced to use the voice for ordinary speech or to reproduce words, not even if they know that by so doing they can express their thoughts and wishes, thereby gaining some desired want or object.

The love of music is so strong that for hours these defectives will listen eagerly without showing signs of fatigue or of being bored.

For this reason music has been found to be one of the most powerful of agents in developing this particular class of defective children.

### MUSIC CHALLENGES ATTENTION OF FEEBLE-MINDED.

A peculiarity of many of these abnormal children is that many of them "have eyes but see not." We might also add, ears, yet they hear not, for many of them seem to be intel-

lectually deaf. Owing to general brain defect, sense impressions of audition do not percolate the brain as in normal children, although the organ of hearing is apparently perfect. It seems as though a certain brain area was not responsive to spoken sound, but is stimulated by music which challenges the attention. Spoken commands, for instance, are disregarded, not because of lack of hearing, but because the brain is not in an apperceptive state for verbal sound. The mind seems to be in a continual state of inattention. Music seems to reach the brain quicker than any other sound. Other sensations of sound, noise, speech, etc., produce in comparison (with some of these children) but little impression, whereas musical sound, tone, theme, melody and harmonies seem to impress immediately.

The result is shown by the reproduction (in response to the musical stimuli) of the musical tones, themes or melodies and by rhythmic bodily movements. Possibly one reason why musical sounds are more pleasing than speech, is that they require no mental effort on the part of the child to interpret. The mind concentrates involuntarily, whereas with speech conative effort is required for interpretation.

#### KIND OF MUSIC.

A well-known authority on idiocy says that "idiots prefer easy music." This is true, but it is not characteristic of this particular class of children only; this indicates, rather, a primitive mind, for it is characteristic of the race as well as individual types, and also of primitive races. All races considered to be in the primitive stage of their development—the Indian, the African and the Chinese—have easy and primitive music. They appreciate and express themselves in no other. The music of the Indian race, for instance, has but few tones. The melodic range is very limited.

#### BODILY EXPRESSIONS OF RHYTHMIC SENSE.

In the rhythmic bodily expressions of the primitive races we find the same appreciation of simplicity in time as we do simplicity and range of theme or tune.

The dancing movements of the Chinese and Indians are extremely crude. The complex movements responsive to waltz and 6-8 time, such as the beautiful Spanish movements, are almost unknown.

Even normal children do not respond to waltz time. Hence this appreciation and fondness for "easy" or simple music cannot be said to be a salient characteristic of feeble-minded children, for it is significant of the primitive mind—it is significant of all normal children who are in a certain stage of development.

From musical tests (as to rhythmic and melodic appreciation) made on about 275 kindergarten children of various mental calibres and of varying social conditions—including slum children, children in fashionable private schools, public-school children and feeble-minded children, the following observation was made: That time caught the musical sense before melody.

It was also observed that the constantly recurring beat of 2-4, 4-4 and 4-8 time called forth recognition and was more readily responded to than 6-8 two-step and 3-4 waltz time.

Considering the question in this sense, simple music (constantly alternating and recurring beat) does appeal first, but this is not any more a characteristic of feeble-minded children than of the average child.

In the girls' dancing-class at this institution, in which there are about fifty-seven feeble-minded patients (about forty-five adults) similar tests have been made and the same observation made, viz.: That the appreciation of the so-called simple or easy music indicates the primitive mind and an uncultured ear for music rather than an idiosyncrasy of a defective mind. In teaching these patients dancing I found it necessary to begin with the most simple step—the march step—drilling thoroughly in alternating the feet to the alternating beat of the music. Now, after nearly fourteen months of instruction, their ears detect quickly change of time, and about thirty-five of the

fifty-seven patients can respond to any kind of march music, 2-4, 4-4, 4-8 or 6-8 time, but the musical sense had to be tutored to the different time. In teaching the steps for round dances we began with the two-step, that being the simplest round dance, gradually leading up by sequence of more complicated steps to the waltz, the most difficult of round dances. Its time is the most complex and intricate, although seemingly simple. Waltzing is the poetry of movement, and is in dancing what poetry is in literature; hence one can understand why it requires a certain amount of development before the complexity of waltz music can be interpreted or translated into bodily movements and why at first it was utterly beyond the range of these patients.

In other exercises given to the dancing-class to develop foot flexibility, balance, poise and repose, including arm and ankle movements, etc., it was noticed that the recurring beat of 2-4 time was more quickly responded to. Gradually, as the ear became educated to a more complex time, we advanced to the poetical music—waltzes, etc. Deducing from these observations it can be correctly inferred that easy or primitive music is appreciated and responded to more readily because of the stage of development of the musical sense. Invariably these patients are fonder of social music or the so-called dance music than of soul music—that is, classical music. This is also due to their keen sense of rhythm, which seems to be wanting in so many, and possibly to the stirring, contrasting tones and rollicking nature of dance music.

Even the lowest custodial patients show traces of the music faculty (more particularly time sense). They show it in the swaying and rocking of the body and by emitting, at regular intervals, uncouth peculiar sounds.

Sometimes feeble-minded patients totally devoid of other æsthetic feeling have a remarkably fine ear for music, in fact, so keen that in the training of this musical sense they can be developed far beyond the normal child of the same age.

CONCENTRATIVE POWERS IN MUSIC.

Miss Erwin, director of the department of music at the new Wisconsin State Institution for Feeble-Minded, and who has had considerable experience with normal juvenile and adult classes in music, says that many of these defective children have a wonderful power of concentration in music—far beyond some of her normal pupils.

As a rule the feeble-minded pupils concentrate in music, if in nothing else, and a peculiar fact is that some of the most apt pupils in music are defective in everything else, but they are patient and persevering and hence succeed in this one branch.

In contrasting the power of concentration of a normal child and a feeble-minded child, Miss Erwin cited an instance of a bright little eight-year-old normal child—a pupil who took first rank in all of her other classes, but whose concentration in music was woefully lacking. One day during a lesson the child had apparently been listening attentively to some bit of instruction, and her teacher was congratulating herself on at last gaining the child's interest, when the girl broke in with, "Say, are you a Democrat or a Republican?" Another child—a feeble-minded patient—used to concentrate so hard that when the fatigue point came (and it is reached much sooner with these children than with normal) he used to be dripping with perspiration, but his love of music was so strong that he could not bear to give it up.

MUSIC AS A FACTOR IN DISCIPLINING.

Some children, very fractious, resistant and obstinate, are reduced to order and quiet only by the means of music. One child in particular, a girl of about eight years, at first could be subdued only by soft music. No matter how turbulent she was music had a soothing effect on her. This child's musical faculty shows in silent appreciation rather than by outward expression, for she is unable to reproduce a melody of simple range, and makes no attempt to keep

time either by swaying or rhythmic expression of any kind. Music has been the means of holding her attention, and is the basis upon which we have worked in her development.

An interesting case showing the power of music is that of a feeble-minded boy. My first acquaintance with Gustav was when he was about six years old. When he first entered kindergarten (in the Frances Preller Mission Kindergarten, in a slum district in Milwaukee) he was almost uncontrollable. He is what is known as a "solitary" idiot. When he first came nothing interested him. His conative power was so undeveloped that he could not string beads, although his tactile sense and prehensile powers were well developed. At first he could not be induced to come further than the entrance door. The music and singing attracted him and finally he came further into the room. He could not be persuaded to join the circle or to sing with the rest of the children, or even to keep time with the other children in the simple exercises planned to develop the rhythmic sense. Never by outward sign did he make any manifestation of interest other than that shown in his love for music. He resented any effort made to bring him close to us. This condition lasted for some time. Finally we resorted to strategy and each day we placed his chair a little nearer the piano, until it was so close that he could touch the instrument. One day he discovered that by placing his head close to the piano the sound was different. The resonance and reverberation caught his fancy and for a long time his favorite attitude was to sit with his ear closely pressed against the wall of the instrument. He also discriminated to this extent: that it required an external force to produce the music, for as soon as anyone began to play he leaned his head against the piano and listened intently, sitting upright when the player ceased. He would remain quietly during the entire music period, and through the gift and occupation period waited patiently until another period of music. One day he surprised me by coming to the table where I was working, taking me by the hand

and leading me to the piano, indicating that he wished for music. Through his love to hear music I was finally able to reach his affection, and gradually we became such good friends that he waited to walk a little ways home with me each day. Twice he forgot himself and put his hand into mine when he was listening to some hand-organ music.

His was a peculiar solitary nature, hence very difficult to reach. The social element so strong in the average normal child was totally lacking in Gustav. His only companion was a big stick which he carried with him at all times, and which to him was an imaginary playmate. He used to hit himself in the back with the stick, then cry out as if in pain, "Ouch! stop that!" We later learned that Gustav was the son of an unfortunate woman who kept a low boarding house, and that he was unkindly treated at home. He seldom talked, and if asked a question answered by "Yes, No," or made no reply. It used to please him when I placed his hat on the end of the stick and stood it in the corner. One day we leaned the stick with the hat on it against a vacant chair in the hope that Gustav would enter into the spirit and take his place beside it in the circle. The ruse worked and he went into the circle and sat down with the rest of the children, forgetful of self. Later he beat time on the floor with his stick, and at the end of June he could beat the drum. He joined his mates in a play-circle though never participating actively in the games. He was with us five months before he sat at the table for any length of time, and it was fully six months after entrance before he was able to concentrate long enough to string a saucerful of beads. When Kindergarten closed in June he was able to mark tune, to keep good time with his stick or with the drum, to string beads, discriminating red, yellow and green, to make clay balls and marbles. Throughout all the time he was with us, if we wished to call his attention to any misdeemeanor, we first had to quiet him with music.

When school closed in June we lost sight of Gustav and for four years saw nothing of him. In the fall of 1897 he

was admitted to the new state institution for feeble-minded and when he was brought into the kindergarten I found that not only did he remember me, but his association of me in connection with music was still in his mind, for he led me to the piano, then seated himself in his old attitude of listening beside the piano. He was with us for about two months. Unfortunately he was becoming very troublesome —the adolescent period was coming on, and for the good of the younger children we had to exclude him from the kindergarten. During all the time the lad was with us I never knew him to make an effort to reproduce a melody, or to make any musical attempts by vocalization.

MARY RACHEL CAMPBELL,

Girls' Kindergarten Department, Wisconsin State  
Institution for Feeble-Minded.

*Chippewa Falls, Wis.*

[*To be continued.*] \* \* \*

#### A DREAM.

A little boy was dreaming  
Upon his mother's lap,  
That the pins fell out of the stars,  
And the stars fell into his cap.

So, when his dream was over,  
What should that little boy do?  
Why, he went and looked into his cap  
And found it wasn't true.

Some stars indeed had fallen  
From out the skies above,  
And he saw them gently resting then  
On the flag that we all love.      —*Selected.*

\* \* \*

Dr. Jaeger, of Stuttgart, Germany, is quoted as having compared the attendance of the school children who went through the regular course of gymnastics, with those who did not, and found that among the former the absences on account of illness were forty percent fewer than among the latter.

## LESSON FROM THE CHILDHOOD OF "DAVID HARUM."\*

The book "David Harum," by Edward Noyes Westcott, is well worth reading, not alone because the central figure, David, the self-made man, the horse-trader, the provincial of a New York country town, is an admirably drawn picture of the type, but because David offers a fruitful field to the lover of psychology and of Child-Study.

David's pathetic childhood is depicted with a powerful pen, and the development of the man in later life from these beginnings is both logically and psychologically true. The youngest child of nine, with bullying older brothers, a cross, overworked father, a sharp-tongued step-mother, poverty, work, unending chores, unkindness, no praise, no sympathy, no boyish fun, no happiness; in fact, no real childhood; from such a beginning could other than an eccentric character come forth? To David might was right, and the eyes raised to his father in crouching fear of his power, in later years grew accustomed to harshness as the legitimate companion and necessary accompaniment of power.

This explains why, when, in his heart, he intended kindness toward the Widow Cullom, he let her spend years of the cruelest poverty without help, hanging on to her land as "a pup to a root," why he sent for her in a harsh summons, and kept her in a state of suspense bordering on anguish, where minutes seemed hours, all as a fitting preliminary to his generosity. It was right that his power should have a keen edge to make itself felt—at least, that was what the rawhide and strap told him in childhood in welts that remained on his soul.

What had he learned of kindness, sympathy or love?

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\* Published by D. Appleton & Co., New York and Chicago.

His mother, the one to whom the human heart looks by right for the milk of human kindness, was an irritable drudge. Dave says: "It appeared's if I was jest pizen to her. 'Twan't so much slappin' an' cuffin' with her as 'twas tongue. She c'd say things that'd jest raise a blister like pizen ivy."

Love? He never knew the meaning of the word. He never saw any expression of it. To be a child meant to him to be a weaker afraid of a stronger. He cowered, as did the little old men of Dickens; young in years, but old in suffering. Sympathy? He never felt any, except that from his youngest sister, a companion in misery. "I never *did* git used," he says, "to never pleasin' nobody. The air of our home circle wan't cal'lated to raise heroes in."

Never seeing any kindness, being unskilled in expressing any of his better feelings, what wonder if, when he married, affairs seemed to get "wuss and wuss." His highest praise of his wife was that she was hard-working and economical. His feelings *spoke* in dollars and cents. This had been his home standard, and what a boy hears at six he retains, as does the gramophone, and he gives it out again in the same language, whenever the crank is turned and as automatically.

In the case of his own little boy, his sympathy for the little one, as seeing his own second self, and pitying him such a childhood, drew out the best there was in David, and sweetened his own after life. Without his little boy's memory, David's uncouth generosity and half shame-faced kindness would never have been possible.

David's affection for his brothers was embittered by their harshness. This pent-up affection in the boy, corroded in manhood into absolute hatred. When his brother 'Lish got so poor that he "hadn't anything left but his disposition, an' fairly got onto the town, and there wan't nothin' for it but to send him to the county house, unless somebody 'd s'port him," Dave sent him this message: "You go back and say to 'Lish Harum that you've seen me, an' that I told

you that not one cent of my money nor one mossal o' my food would ever go to keep him alive one minute of time; that if I had an empty hog pen I wouldn't let him sleep over in't over night. You tell him that I said the poor-house was his proper dwellin', barrin' the jail, an' that it'd have to be a dum'd sight poorer house 'n I ever heard of, not to be a thousan' times too good fer him." "Waal," sighed Mrs. Bixbee, "I told ye how set he is on his young days, but I never see it come out of him so ugly before."

This is the fruit of unkindness. In contrast see the fruit of kindness. David says: "Looking back, it seems to me that—exceptin' of Polly—I never had a kind word said to me, nor a day's fun. Your husband, Billy P. Cullom, was the first man that ever treated me human up to that time. He give me the only enjoy'ble time 't I'd ever had, an' I don't know't anythin's ever equaled it since. He spent money on me, an' he give me money to spend—that had never had a cent to call my own—an', Mis' Cullom, he took me by the hand, an' he talked to me, an' he gin me the fust notion't I'd ever had that mebbe I wa'n't only the scum o' the earth, as I'd been teached to believe. I told ye that circus day was the turnin' point of my life. Wa'al, it wa'n't the lickin' I got, though that had something to do with it, but I'd never had the *spunk* to run away 's I did if it hadn't ben for the heartenin' Billy P. gin me, an' never knowed it. I alwus allowed to pay some of that debt back to him, but seein' s I can't do that, Mis' Cullom, I'm glad to pay it to his widdo'." (Which he did by canceling her mortgages.)

That the man, David Harum, was the logical outcome of the boy Dave, is clearly and truthfully depicted by Mr. Westcott. Psychologically and physically it is true, that scars received in childhood tell their stories in manhood.

Another fine piece of work in the book is the depicting of David as the typical self-made man. David shared the opinion which is so prevalent in country towns that the chief end of man is to get ahead of some other man, showing that man as an individual is still living

over the history of the race, when every man's hand was raised against his brother and the survival of the fittest followed.

All David's yarns preach the *Gospel of slickness* in no uncertain tone. David's sense of his own acuteness and his pride in it furnishes his first commandment with promise: Seek ye first to get ahead of somebody else and all things shall be added unto you.

In speaking of Chet Timson, he said with a touch of scorn: "He was honest enough fur's money matters was concerned. Fact is, the kind of honesty that won't actually steal, is a kind of *fool* honesty, that's common enough."

David would prefer to appear sharp than honest, slick than just. He considered that he had demeaned himself in the eyes of his neighbors, if the *outside* of his transaction, at least, did not appear to have something questionably clever about it. He gloried in the reputation which John Lenox found so distasteful; "harsh, grasping, acute, suspicious, cunning, clever," is what he was called by his neighbors. David seems not only not to mind it, but to be anxious to keep up his reputation. When he asked John to notify the Widow Cullom about her mortgages being due, he said: "An' you make it *up* an' *up*."

Let us get at the bottom of the Widow Cullom transaction. In David's mind it was chiefly Sweeney he was dealing with, not the Widow Cullom. "In the first place she did not come to *me* for the money," for the mortgage, but went to Sweeney, which in itself is a testimony to David's reputation. To get ahead of Sweeney, a rival, was David's aim. "I know'd him well enough to give a guess what his aim was going to be, an' more'n that I'd had *my* eye on that piece an' parcel o' land, an' I figured that he wa'n't any likelier citizen 'n I was. I see how things was goin' an' I see that unless I played euchre, Zeke Sweeney 'd git that prop'ty, an' whether I wanted it myself or not I didn't cal'late he sh'd git it anyway." "He put a spoke in my wheel once, an' I hain't forgot it."

So much for David's *motive*. But that one happy day at the circus, with its one treasured kindness, casts its golden light on the transaction and reveals the true human heart beneath that David showed to the Widow Cullom on Christmas day.

One good turn from Billy P., deserved another to his widow, although in all probability the transaction in David's pigeon-hole is labeled, "How I got ahead of Zeke Sweeney!"

Mr. Westcott strikes the keynote of the self-made man, when he makes David say solemnly, "Mis' Cullom, you know and I know, that I've got the reputation of bein' a hard, grasping man. Mebbe I be. Mebbe I've ben hard done by all my hull life, an' have had to be; an' mebbe, now 't I've got ahead some, it's got to be second nature, an' I can't seem to help it."

A fitting testimonial of the individual to the type! The pity of the self-made man is that while freeing himself by creating a fortune, he is forging his own *fetters* in the iron-bound *habits* with which he amasses it.

HARRIET WELLS LIVERMORE.

137 Palisade Ave., Yonkers, N. Y.



#### GRACE.

A grace oft seen in wave or cloud-bank rolled,  
Arousing sense of grandeur, holy awe,  
As if far depths the wand'ring dreamer saw—  
Beyond the fading sunset's waves of gold—  
Omnipotence of wonders manifold,  
For one brief pause to human eyes betray  
The glorious terminus of a winding way,  
Beyond a path of dangers dreamed, foretold.  
'Tis privilege of immortal man, the soul,  
To realize existence that shall be,  
And was ere earth was or were living men—  
A momentary concept of the whole,  
Which binds the future and the life we see  
With all the sphere and ages that have been.

—Nicholson.

## THE STARKE COUNTY (IND.) CHILD-STUDY ASSOCIATION.

THE Starke County Child-Study Association was organized at Knox, Ind., last August. The organization was the result of two forces working in this county, *viz.*, the general Child-Study movement all over the country, and a universal desire among the teachers of the county to get a better understanding of that which is fundamental in teaching.

The large membership showed the interest the teachers had in this kind of work and the successful meetings held from time to time in the county, at different places, have shown that that interest was not local or slight. Meetings have been held once a month during the past school year. These frequently took the nature of a "round table," at which the teachers gave their observations and experiences with some particular child selected for study. Special reports upon the study of imitation and other topics were also given. No technical work has been attempted. It has not been the aim this year to deal so much with carefully collected data and physical measurements as to gauge the child as an individual—to become better acquainted with him or her as the principal figure of the "school equipment."

The parents of the county have been no small factor in carrying on this work. Their interest, sympathy and co-operation have urged the teachers to their best efforts. Mothers' meetings have recently been organized and it is hoped that these may prove of the greatest usefulness. The doctors and ministers and other professional men of the county have greatly aided the association by talks, papers and addresses at different meetings.

The Child-Study library has been an important factor in carrying on the work of the association. This library,

although small, consists of a few of the best books upon Child-Study work. As one of the assistant librarians I know these books have been in almost constant use. A large number of the members are subscribers to THE CHILD-STUDY MONTHLY.

Some results of the association are already evident. It has created a deeper and keener interest in the central figure of school education—the child. It has led the teachers to study more carefully, more systematically and more sympathetically the children under their care. The teacher's duty, in all its many-sided relations, has been brought out more clearly than ever in the discussion of such topics as sight, hearing, home and school influences, heredity, parentage, school hygiene, social life, early influences and other similar subjects. Then, too, the association has brought the teachers and parents closer together in their one work of educating the child. And who can calculate the benefit in bringing the teacher and parent into a close unity of thought and purpose in bringing up the child?

WALTER DUNN, Supt. of Schools.

*Knox, Ind., April 18, 1899.*



The Marquis of Anglesey, who died recently, was one of the last of the great race of English *viveurs*. But in the course of time he retired within his ancestral fastness at Plas Newydd. There, one day, a fire occurred. Thereupon he ordered that a quantity of hand-grenades be sent down from London. When they arrived the butler was instructed to string them over the house. But though the house is large, such was the quantity ordered that after stringing a dozen remained.

"What shall I do with them?" the butler asked.

Perplexed, the marquis pondered. And as he pondered, suddenly one after another there surged before him the unhallowed episodes of anterior years. Sadly, yet advisedly, he answered: "You may put them in my coffin."—*Argonaut.*

## THE EDUCATIONAL CURRENT.

EDITED BY CLARA KERN BAYLISS.

### Our Motto.

TO educate the child we must educate the parents along with him. We cannot greatly elevate the child so long as his parents act as dead weights. We must make our school houses the club houses of the community where children and adults can have reading rooms, lectures, study-classes and social entertainment. And we must make our churches educational centers where God's work, the uplifting of humanity, goes on every day in the week.



### Education in School-room Decoration.

NO ONE doubts the æsthetic value of schoolroom decoration. Art is conceded to be æsthetic; and by most people its mission is supposed to be restricted to the gratification and cultivation of taste. Whatever tends to make the schoolroom inviting, tends, as a matter of course, to augment the *esprit de corps* of the school. There is no lack of testimony from teachers that beautifully tinted walls and ceilings, pictures, statues, and flowers in the schoolroom have a "silent, subtile, ethical influence not so much seen as felt," which nevertheless does make itself manifest in increased neatness of person, care of desks and schoolroom furniture, and in the deportment, punctuality and studiousness of pupils. Though seldom given to the public, the children's own testimony is to the same effect. The quaintest and most convincing expression of the value of pictures in the schoolroom comes from a small lad in Michigan: "They have begun to spread themselves in me, and have entered my soul."

But here and there teachers have discovered that decoration of schoolrooms may be made a supreme educational factor. To accomplish this no great outlay of money is

needed. In fact, the best rooms require the most work and the least money. Illustrations cut from papers and magazines are inexpensive, but may be made highly educational. This result cannot be attained by putting the pictures up as though they were paper wads thrown at the wall and allowed to stick wherever they happened to hit. They must be carefully grouped. Pictures of well-known people or places are of comparatively little value when scattered about the room at haphazard. Nothing in the way of decoration could be less artistic. But when assorted and properly arranged they are both artistic and instructive and enhance the interest of classes in literature, history and geography, to an almost incredible extent.

To Mr. John Baggett of Waukegan belongs the credit of carrying this idea of combining education and art to a greater degree of perfection than has elsewhere come under our observation. A few years ago his room was long, narrow, with high windows, streaked walls and the usual blackboard, too high for the children, extending around all four sides. It was as cheerless and depressing a room as could be found outside of prison.

Now, the walls are covered with dark holly-green paper; the ceiling of rich cream color extends to the picture molding; the windows have green shades, grill work, muslin curtains and potted plants, "making the window mean more than a hole in the wall," Mr. Baggett says. Each class owns one large, good picture selected not so much for prettiness as for suggestiveness. Around each of these are grouped smaller pictures in keeping with the subject of the large one. Around the entire room, above the blackboard, are two picture-borders, the upper one illustrative of travel and useful in geography; the lower one made of portraits, cut oval and mounted on light green paper. The portraits are of artists, men of letters, statesmen, inventors, military men, noted divines and scientists; this is useful for classes in history and literature.

*A Dado.*—The space below the blackboard, usually bare,

waste space, is converted into an attractive dado. It is covered with green paper and divided into irregular panels by means of small strips of pine molding. These spaces are being filled with all sorts and sizes of pictures, neatly arranged. Old books, magazines, even the Pabst Brewing Company advertisement in *Harper's Weekly*, have contributed to this; the latter yielding good portraits of the presidents in their order. One large space is reserved for pictures of busts, statuary and medallions. In one corner of the room, arranged on Bristol board, seventy-five little engravings of Queen Victoria, at different ages, attract much attention.

*Current Events Door.*—The greatest center of interest to the pupils is the "Current Events Door." This has the name of the month sketched in colored chalk, in decorative letters, and around this are grouped cuts of the events as they transpire from day to day, taken from the daily papers. These, being pasted on the door, can be removed to make place for new at the end of each month. Think what a "History of Our Own Times" the children learn from that door! And by the exercise of a little care and taste, these cuts yield decorative effects.

For all this the school gave but one entertainment, and asked nothing of the board. Parents became so interested they contributed photographs of good pictures, silken hangings, busts; a carpenter gave two days' labor; the janitor took such delight in the room that he felt slighted when he could not assist. All the rest was done by the children and teachers.



Rockford Libra-  
ries.

[N the February number of CHILD STUDY MONTHLY we mentioned the new departure made by the library committee of Rockford, Ill., in using the public-school buildings as substations of the city library. Cases to hold fifty books each were made by the manual-training class, filled at the library, and sent to the schools. The *Register-Gazette* reports that the experiment is a great success; that the pupils appreciate the

movement and give the books a hearty welcome; and that home reading is greatly stimulated, the books being in demand among the older members of the families into which the school children take them.

By this movement Rockford has, in addition to the central library, twenty-three distributing-stations; and these stations are located exactly where they should be to attract the attention of the children and induce them to read. This is an important step, for which the Rockford Library Committee deserve great credit. Aurora may claim to be the leading city of Illinois in the matter of schoolroom decoration, but where is there another that stands abreast of Rockford in the matter of circulating-libraries for the public schools?

There are other things brewing in Winnebago County, and we hope soon to report that it has made an important departure—taken a stride in educational matters which puts it to the front as leader of the one-hundred and two counties of the great Prairie State.

## \* \*

*What the News-papers Can Do.*

ONE reason why Winnebago is alive in educational matters is because the press of the county is alive. Editors of daily and weekly papers do much to mould the sentiment and direct the energies of the communities in which they live. The tendency of many journalists is to think only of the business interests of the people, but Rockford has one or two editors who realize that the intellectual life of a community cannot for long be subjugated to the industrial life without disastrous results. The Rockford *Register-Gazette* has offered to high-school pupils of the city five prizes for the best set of answers to sixty questions relating to almost everything under the sun, from bicycle-making to nation and character-making. The purpose of this wide range of topics is to teach the children to refer to books in public and private libraries. Here are some of the questions, and

one must admit that they are admirably adapted to their purpose:

What gave rise to the Alabama claims, and what settlement was reached?

What are the chief advantages of the steel-frame construction of buildings?

How are building and loan associations conducted?

What country has built and now sails the most large steamers exceeding 10,000 tons burden?—naming the steamers.

What are the most important points in bicycle making?

What effect did the 30 years' war have on Germany?

What epic at once became the most popular poem in Sweden?

To whom was Italian nationality chiefly due?

What was the Jewish sanhedrim and when established?

What are the requirements for entering the United States military and naval academies?

In what chief products is Argentine a competitor of the United States and in what provinces are these products chiefly raised?

What caused the decline of Greek literature?

What important canal in Egypt has been continuously in use nearly 4,000 years and by whom was it built?

What did the Confederate army use as a substitute for quinine?

What country has the greatest annual production of lumber?

What insidious disease is demonstrated by science to lurk in the milk supply and what are the chief measures for protection against it?

What are the essentials of copyright in the United States?

How did Kipling begin his career? What is the distinctive character of his work?

In what lines of industrial arts and engineering do the American people excel?

What is the clearing-house and how is it conducted?

What attaches strategic importance to principal points on the islands north of the Caribbean sea?

What are the prime requisites in the manufacture of cheese?

What is the nature of the Roentgen ray?

What changes in the library system of the country have been proposed to make the reading of good books available to communities which have not heretofore enjoyed them?

In what main respects does the government of Canada resemble and in what differ from that of the United States?

Wouldn't some of the old folks learn a great deal by entering this contest?

Prevention  
of Crime.

THE Springfield truant officer reports 320 pupils absent since September 1, of whom 268 were returned to their studies, forty left the city and twelve remained absent under the encouragement of shiftless parents. Is there any policeman in the state who does so much to forestall crime?

Children's Lies.

SEVERAL school teachers and parents in New York City have set out to make a scientific study of children's lies and lying habits, and the *World* reports the result so far ascertained. One of these is that girls tell more lies than boys do. The teachers are disposed to account for this by the fact that some lies are told to conceal things of which those who tell them are ashamed, and as girls care more than boys do for appearances they more frequently prevaricate for that purpose.

But there is probably a better explanation. The teachers themselves say that by far the most numerous class of lies are those told to avoid punishment, in which they confirm Queen Elizabeth's dictum that "a lie is merely an intellectual method of meeting a difficulty." As girls are more afraid of punishment than boys, perhaps this may account for the numerical superiority of their lies.

The most interesting of all these observations is that many boys and girls with vivid imaginations tell "whoppers" from the mere love of astonishing their fellows and interesting them, and sometimes as a purely wanton indulgence of a creative faculty whose exercise is pleasing to themselves. But no proper classification should include such falsehoods in the category of lies. They are not lies at all. They are mere romances, fiction in its earliest and crudest form, poems and novels by untrained hands. If the investigation is to be fruitful in its best way the inquirers should from the first learn and recognize this distinction. It makes all the difference between turpitude and innocent intellectual exercise.

**Keeping Pupils Interested.**

THE problem in the schoolroom, as elsewhere, is how not to be dull. We give in this month's issue the means used by Mr. Baggett of Waukegan to interest his pupils in art, and by Miss Mustain to interest hers in commercial geography.

**Another Pretty Good Way to Do It.**

THE MONTHLY is in receipt of the following note from a friend in Memphis: "I noticed an article in your March number, entitled, 'Don't Do Too Much,' which I heartily indorse. I would like to tell you how the principal of the St. Paul School, Memphis, Tenn., manages to lead her boys and girls to help themselves in the way of books and pictures. She has them collect and care for all the unclaimed articles which accumulate in a large school during the year. They are kept in the office, and if at the beginning of the new session they are unclaimed, they are turned over to a committee, who take charge of them and wrap them in papers for the auction. An auctioneer is selected, the flag hung out, the bell rung and the fun begins. The children bid from one to five cents on any article they wish, the article going to the highest bidder. The proceeds go to purchasing books, pictures, or having pictures framed, as the need may be. They have framed over thirty-five pictures in this way. She believes in teaching the children to be independent. They are very proud of their library and pictures and derive much merriment from the auction."



Harry, aged 9, was busy polishing his skates when his mother said: "You had better stay off the ice, Harry. I read an account in the paper this morning of a little boy who was drowned while skating." "Yes," replied Harry, "and only last week I read of another little boy who was run over and killed by a cable car while on his way to Sunday school. So what's a fellow to do, I'd like to know?"

## WORKINGS OF THE CHILD-MIND.

### TWO CHILDREN.

One day when the sun was shining  
And the sky was a perfect blue,  
A little maid walked in a valley  
Where a sweet wild violet grew.

And the little maid, sighing, whispered,  
"Were I but a blossom wild,"  
While the violet breathed, with its sweet perfume,  
"Now if I were a little child!"

Then the winds laughed softly o'er them,  
And the fern-fronds, waving, smiled,  
For the child was a flower of Nature  
And the flower was God's little child!

—Ethel Maude Colson.



### KNEW ANIMALS.

A state superintendent of schools was recently examining a class of girls in natural history. "Tell me the names of any animals you know," he began; but the faces of the children expressed bewilderment at the request. At length, however, a little girl at the back of the class shot up her hand as though a bright idea had suddenly struck her. "Ah," said the questioner, "the smallest girl in the class knows. Well, my dear, what is it?" "A worm," came the triumphant answer. "Well—er—yes, a worm is really an animal, but can no one think of any other?" Again profound silence reigned. "If I were one of you big girls," the superintendent remarked after a pause, on seeing the same hand held up, "I should be ashamed of myself." Then, turning to the little scholar, as a last resort: "Well, what is it this time, my girl?" "Another worm, sir," was the quick response.—*Current Literature*.

"Have you any ear for music?" asked a caller of four-year-old Mamie. "Why, of course I have," she replied. "Only yesterday I heard a man two blocks away playing a tune on a grind organ."



"Bobby," said his mother, "go and see if papa has succeeded in getting the baby to sleep." A few moments later Bobby returned and said: "No, I don't think he's trying to put it to sleep." "Why not?" asked his mother. "Because he's singing," was the reply.



A six-year-old urchin living on the north side accidentally cut his shoe with a knife and his father proceeded to scold him at great length for his carelessness. The little fellow listened patiently for a time, then looking up at his father, said: "Papa, if you don't stop talking so much about it you'll get me mad, too."



By-the-by, a youngster, when his "rolled oats" were passed to him, declined "without thanks." When his mother attempted to insist, he said: "There's two things that's worn out, rolled oats and Esquimaux." All this is an aside and is not to be interpreted as a criticism on either rolled oats or Esquimaux, but it does suggest that children do sometimes tire of too long a view of one very interesting subject.—*American Primary Teacher.*



Teacher (to new pupil)—"Now, Mary, I'll give you a sum. Suppose that your father owed the butcher \$13.70, \$11.13 to the baker, \$27.08 to the coal merchant, \$15.10 to the landlord—"

Mary (confidently)—"We should move."—*Boston Globe.*



Study the boy more than the book.—*James A. Garfield.*

**"HIAWATHA" IN THE SCHOOLROOM.**

The frankness of childhood is a beautiful quality, yet there are occasions upon which it is distinctly painful and unkind. In one of the public schoolrooms of the primary grade the teacher had been reading "Hiawatha" to her pupils. Of course, this is a rather ambitious work for the little ones, but they enjoy it, and the rhythm seems particularly pleasing to them. When they come to a hard word the teacher goes to the blackboard and draws a picture to illustrate its meaning. This the pupils find highly entertaining, and it helps in quite a remarkable way to fix the text in their minds. A few days ago they came to this line in the early part of the poem:

"At the door on summer evenings sat the little Hiawatha."

"At—th' door—on sum-mer eve-nings sat th' little—" read the children.

"Go on," said the teacher.

But they didn't go on. The name of Hiawatha was too much for them. They knew who Hiawatha was, but they didn't recognize the name. So the teacher went to the board and took considerable pains in drawing: First a wigwam, with the poles sticking up above it, and a rude aboriginal painting on the side. Second, little Hiawatha, with feathers in his hair, squatted at the wigwam door. Third, a fine harvest moon. Then she pointed to Hiawatha and asked what it was. There was a general craning of necks and shaking of heads.

"Come, come," cried the teacher, "you know what that is."

Then one little girl spoke up, "I guess I know what it is, teacher."

"You may tell the class, Laura."

"I guess it's a mud turtle."

And instantly, with one accord, the class glibly repeated, "At th' door on sum-mer eve-nings sat th' lit-tle mud-dy tur-tle."

And the teacher feels that her artistic cleverness received a hard and cruel blow.—*Cleveland Plaindealer.*

## AMONG THE BOOKS.

**The Rescue of Cuba.** An episode in the growth of free government. By Andrew S. Draper, LL.D., president of University of Illinois. Silver, Burdett & Co., Boston, New York, Chicago.

A book for young Americans by a genuine American. It is written, as the author says, with a twofold purpose—"first, to exhibit the war of 1898 as one more step, and an important step, in the steady progress of the world toward universal liberty; it also aims to offer such a faithful picture of the American soldiers and sailors who gave their lives for the rescue of their oppressed neighbors, as may help my young countrymen to realize what it costs to extend free institutions, and to appreciate what it means to be an American citizen." It is clear, interesting and instructive from cover to cover, and neither motive is lost sight of at any stage of the narrative. The story of the victory of courage, allied with science, over equal courage without science is a lesson which justifies the great expenditures this country has made for education; but when to that is added the story of the sublime motives which impelled the United States to the "Rescue of Cuba," we have a chapter in our national history that cannot be too early studied. The terrible force and scientific skill with which it was executed, the enormous achievement in proportion to loss of life, and the conscience which impelled five men to step forward for every one that was needed have given our country a distinctly higher standing among the nations of the world than it has ever had before. So, also, as in the case with most wars, there have arisen new conditions and new national problems. "Expansion" was no part of the cause of the war. It has, however, been one of its effects. As a point of view of our coming national duties and responsibilities, this book would be helpful to young and old. The MONTHLY would like to know that every young student of history could have access to it during these closing weeks of the school year. It can be understood by any eighth grade pupil, would be eagerly read by any good high school pupil, and is a succinct and graphic statement of facts and conditions which could not fail of appreciation by busy people of greater age.

The book is quite profusely illustrated and the publishers have otherwise done their work well. B.

**Our Little Folks' Primer.** By Mary B. Newton. The Educational Publishing Co. New York and Chicago. Pp. 146

This book is prepared from an eminently practical viewpoint. It is the result of a winter's work with a class of children who had attended a kindergarten school for six months and who were naturally accustomed to proceed from the whole to detail. There is a continuity of thought throughout the book that is excellent. One topic leads directly to the next, with the work of each month, from September to June inclusive, revolving round a central theme, which at the same time is well calculated to be the theme of the language and number work and can be made all the more attractive by appropriate songs, stories, poems and games. The "suggestions to teachers" afford valuable lessons in the best pedagogy. The illustrations, many of which are in colors, are indeed quite above the average in their execution, and are all apropos to the text. It is a commendable book and will admirably serve its purpose as a primer.

W. O. K.

**Three Studies in Education.** By Edward R. Shaw, Ph.D. E. L. Kellogg & Co. New York and Chicago. Price 15 cts. Pp. 31.

This little brochure contains more pith and point for teachers than many of the larger books on pedagogy. It comprehends three very clear chapters or addresses before teachers on "The Spelling Question," "Compositions for Elementary Schools," and, "The Value of the Motor Activities in Children," respectively. Dr. Shaw is renowned as a teacher of teachers and the discussions in this little book comprise some of the best of his large and varied stock in trade of pedagogical ideas that are so full of value to all engaged in school work. We know of no one whose writings do teachers more real good, both because of their inspiration as well as their practical suggestiveness, than the contributions of Dr. Shaw. Every progressive teacher will own and read this book and in doing so will be doing something of great advantage to himself and the children under his tutelage.

W. O. K.

\*  
**Great Premium Offer.**

The Perry Pictures Company of Malden, Mass., advertise in this number their remarkable *Premium Offer* for subscriptions to THE PERRY MAGAZINE. The magazine will be published monthly (during the school year) instead of

once in two months as formerly. It is beautifully illustrated, and is devoted largely to aiding teachers and parents in using pictures in the school and home. The price of the magazine is \$1.00 per year. The price of one hundred of the Perry Pictures is \$1.00. But for a limited time this offer is made: THE PERRY MAGAZINE for one year and the set of one hundred Perry Pictures—named in the advertisement *all for \$1.40*—only 40 cents more than the price of the magazine alone. Think of getting one hundred Perry Pictures for 40 cents! Teachers and parents should improve this opportunity by subscribing at once—sending to THE PERRY PICTURES COMPANY, Malden, Mass.

\* \* \*

The German Embassy was the scene of a festival of unusual interest last evening in celebration of Friedrich Fröbel's birthday. Those who were present, and many of those who participated in the program were members of the Washington Kindergarten Club and the students of the Kindergarten Normal Institute. The address of the evening was delivered by Rev. Dr. Duncan on "The Contribution of Fröbel to Education." The beautiful entrance march was followed by singing, and the crowning of the bust of Fröbel and by the recitation of the "Teacher's National Hymn," written by Mrs. Louise Pollock, President of the Washington Kindergarten Club.—*Reported for "Child Study Monthly" by Miss Susan Plessner Pollock, First Director Washington, D. C., Kindergarten Club.*

\* \* \*

W. E. Curtis, writing to the *Chicago Record*, says: "I notice most of the senators refer to the archipelago that was the scene of Admiral Dewey's recent exploit as 'The Philippians,' and when I asked one of them if the well-known epistle of St. Paul the apostle was addressed to the inhabitants of those islands he looked at me with an interrogation point on his face, and remarked, 'Blamed if I know!'"

\* \* \*

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# THE CHILD STUDY MONTHLY



Edited by  
William O. Krohn  
Alfred Bayliss



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# The Child-Study Monthly

*A Magazine devoted to Child-Study, especially in those departments that have direct bearing upon the practical problems contained in the education of the child.*

**MONTHLY, EXCEPT JULY AND AUGUST.**

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# The Child-Study Monthly

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WILLIAM O. KROHN AND ALFRED BAYLISS.

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No. 2

## METHODS EMPLOYED IN TEACHING MUSIC TO FEEBLE-MINDED CHILDREN.

EXPERIENCE has proved that the best methods employed in teaching music to normal children are also applicable and successful with feeble-minded children. Necessarily the work is simplified throughout. Much has to be omitted because of the mental calibre of our pupils. Then, too, there is a varying mental capacity in a class of such children, the average of which must be gauged by the teacher. The fluctuating and non-retentive power must be taken into account; the memory span of some being in excess of others, and the individual memory power varying so from day to day, oftentimes what has been apparently memorized one day has gone the next. These points must decide the amount and variety of music.

Unlike a class of normals in a graded school, where the minds are more uniform in development, there are many factors that the teacher must consider in her presentations. There is nine-year-old Mary who is as bright as thirty-year-old Annie, but her limited range of experience will not enable her to apperceive much that can be given her with profit later on when she shall have had a wider range of experience. Then there are individual tastes or preferences in music. In short, summing up, there are many facts to be considered in determining the choice of music to be presented to these

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children, first from the standpoint of the pupils, and second from the standpoint of the teacher—the aims she has in view in trying to develop the musical faculty of these children.

As in other studies—the subject from the pupil's standpoint—the needs, mental development, previous knowledge, interest, character and experience are of primary consideration. Nothing is so detrimental to a child's character as aimless and slovenly work in music, hence with a definite purpose—that of developing and uplifting the moral nature (for music is inextricably associated with the soul)—in presenting our work we try to consider the following points: To give, in each presentation, a known element—considering the pupil's interest, experience and previous knowledge and an unknown element, in order to stimulate the interest and develop new thoughts, vocabulary and memory.

In teaching new songs, both in the kindergarten and the general chorus class, particularly the beginners' work, the previous knowledge and individual tastes largely govern the choice. Begin with some song that is known—no matter whether it has any ethical value as regards words, for even a popular topical song will form a basis upon which to build. Words convey but little meaning to many of these children. It is the rhythm and the melody that attract, and even such songs as "Annie Reilly," "Sally in our Alley," "All Coons Look Alike to Me," and other popular ditties of the day have an ethical value when used as the hook of interest.

I do not advocate teaching these songs, but would not veto their use if already familiar and they happen to be chosen. Gradually the taste can be educated away from such and toward those of a higher order. For over a month one of the favorite songs in the kindergarten was the chorus of "Ta-ra-ra-boom-de-ay." It went very much against my own preference to have such a song sung, for I think one's ideals of music cannot be too high; but to the children, that chorus, educationally, was of more value, than

had I tried to educate them at once to the unfamiliar strains of "Rusticana" or some classical selection. In the kindergarten I began where the children were, and from that plane am now educating them up to my ideals in music.

As I said before, words convey but little meaning to many of these children, and as it is really the words of popular songs that vulgarize them, no harm is done, but I would not sanction the use of these songs any further than to serve as "bait." Many of our songs have phrases containing meaningless words to the children; words that represent no idea and convey no thought to them. For this reason it is necessary to begin with songs of simple words and meaning. The more concrete the thought, the more readily understood by these pupils. There is a very marked tendency to attach material meaning to ideas—particularly is this true of our sacred songs that contain metaphorical phrases. The spiritual thoughts of many of our hymns are too abstract for even normal children, hence how much more for these defectives. They attach a concrete meaning to an abstract expression, interpreting from their own standpoint. Everything is taken literally. There is no reading between the lines with them. Sometimes a similarity of sounds in words totally different in meaning will lead them to make laughable mistakes. One day a grade teacher asked her pupils what they would like to sing. Up went a dozen hands and simultaneously a dozen voices responded: "Jesus in the Dining Room." The teacher was nonplussed. No such song did she know, yet every one insisted that Miss Erwin, the music teacher, had just taught that song in chorus class. They had in mind the little prayer song, "Jesus, in Thy Dying Hour." That our children make such mistakes is not to be wondered at, for it was a very bright little normal girl that used to sing, "Leave the poor old strangled wretch and pull for the shore," and an unusually bright small boy who remembered the story about Jonah and turned the old hymn "Safe Within the Vale," into "Safe Within the Whale."

## METHODS EMPLOYED IN THE KINDERGARTEN.

Here we begin by presenting music in its simplest elements, first developing the rhythmic, then the melodic sense. With normal children a certain amount of musical appreciation is well developed before entering kindergarten; and this fundamental work is not quite so necessary although drill on some of our simple exercises could be profitably given to normal children. There are some kindergartners who maintain that our "drill" and "work" are diametrically opposed to the kindergarten idea of developing the musical sense—that it places music on the plane of "work,"

Unfortunately, too many kindergartners of normal children allow the children to gain their musical knowledge by the "osmosis" process—"learning by absorption," as a well-known psychologist expresses it. The words of songs are often so carelessly taught that the children do not know the words, hence fail to grasp the full import of the song. The melodies, too, are carelessly taught. Too many songs are given and these are only half-learned. Too much time is given to the selection of a variety of songs to correlate with some particular thought for the day, and too little time given to learning words and melody. The average age of kindergarten children is from four to seven years, whereas ours range from six to twelve, although but infants in mind. It seems that "drill" work cannot be harmful to the normal child when so very successful with our defectives, with whom the fatigue point is so soon reached.

These, perhaps, constitute the chief differences in the methods employed with normal and feeble-minded children. Our songs and games with the high-grade imbeciles are almost the same as those with children of normal mentality, except that in our choice we are restricted by a narrow and limited environment. We aim to give such games as can be based on some actual experience of the child.

With the low grades—the "idio-imbeciles" and "idiots"—imagination is greatly lacking; consequently our musical

games are confined almost entirely to rhythmic exercises—bodily expressions of music. As in the chorus classes our groups of children vary mentally—some are slightly below the normal, others again are probably 20 to 25 per cent. below. To suit these different mentalities we follow, each day, a definite plan of work, proceeding in each exercise from the simple to the complex, and also something new in advance. We try to plan as much as possible for the individual needs.

The following is a brief outline showing a general scheme of progression for music adapted to feeble-minded children in the kindergarten:

LESSON PLAN FOR LOW-GRADE CHILDREN.

I. MORNING PRAYER.

Teacher usually sings this alone, as but few of this group are able to talk, although they can understand spoken words.

II. SIMPLE EXERCISES TO DEVELOP RHYTHMIC SENSE.

1. Hand-clapping in time to different kinds of music.

Simple march music. Two-pulse measure (2—4). Four-pulse measure (4—4) with constantly recurring beats or accents. Three-pulse measure (3—4) waltz time, then six-pulse measure.

This exercise is frequently varied by playing games such as "Bean Porridge Hot," and by introducing outside material such as drums, triangles, bells, rattles and instruments for "*time*" expression. Here we have a demonstration of the predominance of rhythmic over melodic appreciation in expression, a characteristic of the primitive mind.

III. EXERCISES IN VOCALIZATION.

Special emphasis is given to the vowel sounds, particularly *E*, *A*, *U*, as they constitute the vowel elements. As the adjustment of the cavity of the mouth produces different vowels the children are first taught to watch the teacher's mouth, then imitate the formation. These three are the primary vowels, all others being but various shadings, hence considerable time is devoted to drill in the correct formation of these. In these exercises great care is taken that the pupils' lips take the correct positions for the different sounds. To insure flexibility and mobility of

the muscles of the mouth we find it necessary to give a great deal of practice. These vowels are sung to the scale or to some familiar melody.

Combinations of different consonants and vowels are made and sung to music.

The children sometimes combine sounds so as to imitate characteristic sounds of animals. These, too, they sing to melodies. In these exercises they are really doing hard work in voice culture, but it is given in such a way that it is enjoyable and they derive a great deal of pleasure, and what is of practical and estimable value, the mind is being awakened and concentration is being developed.

Owing to the lack of co-ordinative powers in the low-grade group, these exercises we have found to be more successful with the high-grade imbeciles. The co-ordination of mind and vocal process is better developed with the latter.

This is but a rough outline and does not include the detail work. It simply gives a general idea of the plan of work with the poor grades. The work with high grades is carried on much further.

#### THE IMITATIVE FACULTY AN IMPORTANT FACTOR.

Feeble-minded children learn more readily by imitation than any other way. Sometimes melodies played but once or twice are accurately reproduced vocally. The imitative faculty being so strong is a drawback in some phases of the work, for it is impossible to have rounds, trios, duets, quartets or part songs for different voices, for unconsciously the voices will follow the leading theme.

It has also been found impossible to teach these children to sing by note—that is, the majority. It requires too much diversified effort on the part of the pupils and the mind does not work quickly enough, consequently that plan has been abandoned.

In the general chorus class at the Wisconsin State Institution, Miss Erwin, the director, says that out of fifty pupils but five or six of these can ever be taught to sing by note, and these could never be trained except to a very limited extent.

RETENTIVE FACULTY IN MUSIC.

In comparison with other faculties the memorizing faculty is quite remarkable. A peculiarity is that sometimes these defectives will know a great many songs, can sing with expression, and yet be unable to repeat the words as a recitation after having once learned to sing them. To show the possibilities of the memorizing power it is interesting to know that the repertoire of the chorus class here, after sixteen months' work, consists of about a hundred songs, each of about three to seven verses, these in turn containing from four to eight lines.

In learning a new song the class repeat the words line by line after the teacher; then the melody is played, the class listening to catch the idea of the theme. It is then played again, this time the class humming the melody, and finally words and melody are combined. Sometimes the melody is given first. Certain tones and words are sung again and again, until finally the finished production is as beautiful in phrasing, enunciation and quality of tone as any normal class in music.

In instrumental music, where much of the work is mechanical, the limit in development is very soon reached. Some of the patients, who, at first, seemed to have wonderful musical ability, can progress up to a certain point, then can go no further. It seems as though a point was reached beyond which it is impossible to go.

One patient at this institution, a girl, considered quite bright for a feeble-minded case, advanced rapidly to a certain point, but she reached the place where the complexity required of different mental activities was too much and her brain refused to work. Too many factors—time, melody, spacing, counting, etc.—could not be grasped at once. The teacher simplified the work, but it seemed as though the maximum of musical development had been reached. Finally the pupil was dropped. What knowledge she had was of no practical value—it could not be utilized in the orchestra or band.

One very discouraging thing about this work with feeble-minded children is that you can seldom tell to what extent some of these children are educable until considerable time has been spent in experimental work and in studying the possibilities.

Our desire is to use every device, every means for the development of the blighted brains, hoping that by some means mentation, though it be ever so feeble, can be aroused. We know that normal cerebral function with these defectives is impossible, but we hope that when the angel of death releases these clouded souls we have done our part through one medium, at least, in preparing their spiritual natures for the vast unknown.

MARY R. CAMPBELL,

State School for Feeble-Minded.

*Chippewa Falls, Wis.*



#### NOT WHAT SHE MEANT.

A little girl in Hillsdale, Mich., petitioned the Lord for fair weather, and the next morning the sun shone bright and clear. She told of her prayer to her grandmother, who said: "Well, now, why can't you pray to-night that it may be warmer to-morrow, so grandma's rheumatism will be better?" "All right, I will," was the response, and that night as she knelt she incorporated this request in her little prayer: "Oh, God, make it hot for grandma."—*Current Literature.*



#### SCOTCH CAUTION.

A little Scotch boy had come to school for the first time. The teacher, to encourage the children to speak, asked them simple questions, such as: "How many feet have you?" etc. The cautious little man, however, listened without saying anything. At last the teacher, noticing this, said to him: "How many feet did you say you had?" Afraid of committing himself, he said: "Please, sir, I didn't say I had any."—*Current Literature.*

## AN EDUCATIONAL PROBLEM.

### - II.

As indicated in the preceding paper, the writer had concluded that, as all the indications were that Ida's future be that of a homemaker and mother (either of her own or of other people's children), it would be wise to arrange all the lessons with more or less direct reference to this ideal.

Hence, for arithmetical practice, a mythical family was evolved, and all the details of their expenses gone into, one step each day. This family, by Ida's choice, consisted of Mr. and Mrs. White, Freddie, aged six, and May, aged eight years. The father, also by Ida's fiat, was given a salary of \$15 a week, which rather limited our operations. We have finished all we could do with this amount; so Mr. White must either receive a legacy, take his family to his father and mother in the country, paying for their board by his own and his wife's assistance, or get his salary raised, we have not quite decided which. In the meantime, we are engaging in a more exact study of fractions, as their need was demonstrated very early in Mrs. White's housekeeping.

An exact copy of the work as it grew, with all its imperfections and crudenesses, will be most representative.

#### "MRS. WHITE'S HOUSEKEEPING."

"Mrs. White has two children, whose names are May and Freddie. Mr. White is a salesman in a big store in New York, where he gets \$15 a week, or \$780 a year. (In fifty-two weeks, or one ordinary year less one day, Mr. White would get fifty-two times \$15.)"

"As Mr. White wanted to make sure that his wife and children would have *enough* (this was afterward changed to "*something*") to live on if he died suddenly, he decided to insure his life. The insurance company promised to give him (his family) \$1,000 for every \$7 he paid a year; or, in

other words, Mr. White had to pay a premium of \$7 per thousand, which (\$1,000) was to be given to his family in case of his death within the year. He insured his life for \$2,000, which made his (yearly) premium \$14. That left \$766 for all other expenses, or ( $\$766 \div 12$ ) \$63.83 $\frac{1}{3}$  a month.

"The Whites' flat was in the upper part of New York City, and though Mr. White had to travel a long distance every day, he preferred to live where there was fresh air for his wife and children. As rents are cheaper the farther one goes from the business part of the city, they had only to pay \$10 a month, leaving them \$53.83 for all other expenses." (Here it was explained that in the practical retail transactions of life, fractions are often disregarded; though not so where immense numbers have to be dealt with, or exact calculations for scientific purposes made.)

"For gas they paid by the month, dividing the cost with the other tenants of the house; in this way only having to pay 50 cents a month, leaving them \$53.33.

"Their expenses for coal were high; first, because all the walls were outside walls, and so more exposed to the cold; and second, because the house was so planned that they had to have three stoves going in the coldest weather." (For this lesson a very good plan was drawn by the pupil—a flat of 6 rooms, if I remember rightly, with places of doors, windows and stoves indicated.) "For the whole year they required 6 tons at \$4.75 a ton, making \$28.50 a year, or ( $\$28.50 \div 12$ ) \$2.37 $\frac{1}{2}$  per month. That leaves them \$50.95 $\frac{1}{2}$  to spend."

"The father has to pay 10 cents a day for car-fares; or 60 cents a week; or for the month—roughly, 4 $\frac{1}{2}$  weeks—\$2.70. This subtracted from \$50.95 $\frac{1}{2}$ , leaves \$48.25 $\frac{1}{2}$ . (At this point both teacher and pupil forgot that there was no appropriation for Mr. White's lunches and pocket-money—both a most ungrateful and uneconomic way of treating our bread-winner!—and consequently the sum of \$80, which we had "banked" with much pride, had afterwards to be used in this direction.)

"Mr. White needs 25 cents a day for lunches. There are 52 weeks in a year, and 6 working-days in a week (holidays disregarded). So  $52 \times 6 = 312$  days; and  $25c \times 312 = \$78$  for lunches," (leaving the munificent sum of \$2 and holiday savings for pocket-money. It will be seen Mr. White has no petty vices!)

"The mother and one of the children go to the market or to see friends once a week; making with extra fares about \$1.20 a month, leaving ( $\$48.25\frac{1}{2} - \$1.20$ )  $\$47.05\frac{1}{2}$ ."

"Mrs. White gets at the rate of 80 cents a day *for food alone*, so

$$\begin{array}{r} \$ .80 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} \$5.60 = \text{food-money per week.} \\ \times 4\frac{1}{2} \text{ (roughly)} \\ \hline \end{array}$$

$$\begin{array}{r} \$2.80 = \text{food-money for } \frac{1}{2} \text{ week.} \\ \$22.40 = " " " 4 \text{ weeks.} \\ \hline \end{array}$$

$$\begin{array}{r} \$25.20 = " " " 4\frac{1}{2} \text{ weeks.} \\ \$47.05\frac{1}{2} - \$25.20 = \$21.85\frac{1}{2} \text{ per month for all other expenses.} \\ (\$21.85\frac{1}{2} \times 12) = \$262.26 \text{ yearly.} \end{array}$$

This money was thus apportioned:

" Mr. White's clothes for a year,	.	\$52.00
Mrs. White's	" "	52.00
May's	" "	20.00
Freddie's	" "	20.00
Doctor's bills, (cheap!)	.	12.00
2 church sittings (50c each month),	.	12.00
Incidental expenses \$14.26, out of which we discovered that we had to provide soap, which had also been overlooked! This, yearly, was to cost \$2.60, leaving \$11.66 for incidental expenses.	.	14.26
" Banked" (Mr. W's pocket-money)	.	80.00
		\$262.26

These mistakes had the effect of making the pupil realize quite fully what a number of small things the house-

keeper must keep in mind; indeed, by this time all the four older children were intensely interested in the White *ménage*, the second boy demanding "where the money was to buy *chairs* with," or "must the Whites sit on the floor?" The problem was solved by saying that chairs didn't wear out *every* year, though some of the circus performances of the young gentleman in question certainly gave plausibility to the doubt.

Then came the minutiae of Mrs. White's management. (Mrs. White was a *very good manager!*)

<i>Food Bought by the Month.</i>	<i>Weekly.</i>	<i>Monthly.</i>
1 bushel (75c) perhaps 1 peck extra, dearer in small quantities (25c)		\$1.00
7 lbs. flour (bag) . . .	.20	
3 lbs. coffee @ 29c . . .	.87	
1 lb. tea @ 60c . . .	.60	
2 cans Huyler's cocoa @ 23c . . . .	.46	
		<hr/>
		\$3.13

*Food Bought by the Week.*

Eggs (4½ weeks to month) . . .	\$ .25	\$1.13
1 lb. butter @ 25c per week . . .	.25	1.13
3½ lbs. sugar per week, .19		.86
2 quarts milk @ 5c—per day . . .	.70	3.15
1 loaf bread @ 9c—per day . . .	.63	2.84
½ peck apples per week .20		.90
		<hr/>
		\$13.14

\$25.20-\$13½=\$12.06 for meat, vegetables, and other daily expenses. This sum of 12.06 per month was divided (on the basis of 4½ weeks to the month) first into 9 half-weekly parts, and then two of these taken for the week.

Two meat, vegetable, and fruit ménus were made out,—actual prices being ascertained, amounting for the week, the

first to \$1.75, the second to \$1.79, the surplus going in Mrs. White's "penny" bank.

In continuation of this part of the lesson, Ida is to go marketing some Saturday with a dollar, and see how well she can lay it out; and also she is to learn to make a new dinner—new to her family, that is,—which combines the merits of cheapness and daintiness.

The last work done was the making out of lists of necessary clothing for the four members of the White family, again bringing out the thought of how clever Mrs. White must be with her needle, and in contriving to get old clothes of her own and her husband's to do yeoman service as "Sunday bests" for the children.

Altogether, this part of the experiment was a success. Given in infinitesimal doses, the pupil looked forward to the Number-Work, which before she had always disliked and dreaded.

MAY MACINTOSH, P.D. M.

Weehawken, N. J.



#### STRONG LITERARY TASTES.

"Baby is so fond of books!"

"Is she, indeed?"

"Yes, you should see her. She's got so she can snatch a page out with either hand."



Helen has not yet celebrated her third birthday. Recently her mother noticed, after dinner, that Helen had left considerable of her meal on the outside of her face and asked: "Why, Helen, what have you on your mouth?" Helen promptly replied: "Only my lips."



He had a toothache and his sister asked him why he did not pull it out—meaning the tooth. "Well, Mary," he said, supposing she spoke of the pain, "you know toothache is something like water. When you try to catch hold of it, it slips through your fingers."

## ANTHONY—A SKETCH.

HIS entrance was kingly. In a baby carriage that answered for a chariot, he sat right royally, and he smiled at the band of retainers running along at the side. Willing slaves they were, tugging at his hands, trying to wheel the carriage, or jumping up and down for very joy. As the kindergarten door was reached, two heralds, a stolid Dane and a rosy-cheeked Irishman, ran ahead shouting breathlessly: "Miss F., Anthony's here! Anthony's here! The weight's off his leg, but he can't never walk."

The small Irishman interposed: "His mither and we braughed him in a cirriage."

This was the coming.

There had been long weeks of suffering. The face, once plump, had grown thin; the fingers pitifully small; and the eyes shone with a glory that was not terrestrial; but to-day the pain was forgotten. Anthony was wholly and supremely happy. He was to spend the morning in his loved kindergarten.

With gentle hands the children removed his wraps, pressing their faces close to his pinched one. Then they trundled his carriage to the circle of chairs where they seated themselves. At the first strains from the piano, Anthony quivered with delight. When the pianist played the hymn he used to like best, he shut his eyes in happy content.

"Ask Anthony what to sing," piped up a small German maid.

"About the little Lord Jesus," said Anthony. "I thinked of it all the time since Christmas."

So they sing for him, in their clear child voices, the carol that Luther's children sang:

"Away in a manger,  
With hay for his bed,  
The little Lord Jesus laid down his sweet head.

The stars in the sky  
Looked down where he lay,  
The little Lord Jesus, asleep on the hay."

And Anthony, intent upon the words, ended alone, after the others had finished, "laid down his sweet head."

"Anthony's been in bed much days," says Peter, the Irishman.

"Sure he'd like the story of the little gray church—till it, Miss F."

There was suppressed excitement over the description of the stone church in the wood, and the buried sword.

"Do you know what's coming now, Anthony?" says someone. "It's horses and knights."

Feeling waxed strong over the treachery of Sir Kay. Anthony breathed a sigh of relief at the happy ending and Arthur's brave deeds.

"It's a good story," he said, leaning forward in his eagerness. "I am glad I came."

"Anthony do be a king," said Peter. "His mither said he did not cry when they hanged the stone to his lig."

So the morning wore on. In loving thoughtfulness for the little cripple, the children forgot their own wishes. Anthony reviewed a miniature army marching and counter-marching past his throne. The children held his outstretched hands that he might not feel shut out from the game-circle. They proposed games in which he could join.

"Anthony could shut his eyes while somebody hides in the hall."

"Oh, Anthony, you be the tree for Gustave's and Dora's nest!"

"Give Anthony the ball to throw, Miss F."

The children seated at their low tables, Miss F. produced a stand fitted for the carriage. Anthony, too, could work. With the others, he pasted colored papers like the glass in the church windows, his dear eyes shining, and his hands trembling with excitement—a crooked result, mucilage-spotted, but glowing with beauty for the child. Was

Fra Angelico or Titian less joyful than this little one?

I see a fair picture of the leaving-time. Small hands robe the king, a favored few wheel him toward the door, while a radiant face looks back for last glimpses. Such is the passing of Anthony.

Truly the "kingdom cometh," and "now is," for a "little child shall lead them." CAROLYN S. BAILEY.

34 Church St., Springfield, Mass.



The following from O. W. Holmes' Wind-cloud and Star-dust might be entitled

#### THE PEDAGOG'S FAME.

Must every coral-insect leave his sign  
 On each poor grain he lent to build the reef,  
 As Babel's builders stamped their sun-burnt clay,  
 Or deem his patient service all in vain?  
 What if another sit beneath the shade  
 Of the broad elm I planted by the way!—  
 What if another heed the beacon light  
 I set upon the rock that wrecked my keel!—  
 Have I not done my task and served my kind?  
 Nay, rather act thy part, unnamed, unknown,  
 And let Fame blow her trumpet through the world  
 With noisy wind to swell a fool's renown,  
 Joined with some truth he stumbled blindly o'er,  
 Or coupled with some single shining deed  
 That in the great account of all his days  
 Will stand alone upon the bankrupt sheet  
 His pitying angel shows the clerk of heaven.  
 The noblest service comes from nameless hands,  
 And the best servant does his work unseen.  
 Who found the seeds of fire and made them shoot,  
 Fed by his breath, in buds and flowers of flame?  
 Who forged in roaring flames the ponderous stone,  
 And shaped the moulded metal to his need?  
 Who gave the dragging car its rolling wheel,  
 And tamed the steed that whirls its circling round?  
 All these have left their work and not their names—  
 Why should I murmur at a fate like theirs?

## CHILD-STUDY.

Prof. Will Monroe says that the best way to study the child is to think back to one's own childhood and study *that* by the light of the years since then.

At four, possession was my delight. Whatever new thing I fancied that was brought into the home was at once mine, by my mother's saying: "This is Amy's." I was an isolated child, and, owing to partial blindness, I had few happy resources. My mother understood, and she gave herself to making me rich. The invited company was mine, usually uncles, aunts and cousins by adoption. I remember that I had more grandparents than could naturally be accounted for. I owned my mother's confidences too, and I found pleasure in believing that she was led by my opinions and advice. Watchful care kept "I" and "my" from becoming emphatic, and encouraged loving sympathy for "you" and "yours." So my possessions were not ownerships; they simply filled the place in my childhood; they were expedients which the child blessed with perfect vision and the companionship of brothers and sisters ought not to need. I think that a tendency to morbidity during my girlhood was held in check by memory of my mother's loving resort, for it led me to feel the tenderness of the Father who "tries to make it all up to us" by His satisfying "other thing" or compensation.

The motherly teacher who understands and applies this law of substitution in dealing with her abnormal, or her belated children, is imparting to them a saving knowledge.

The memory of my child-offenses brings to me more of peace than of sorrow, for their outcome was always rest. My first impulse, after a conscious misdeed, was to hasten to mother with confessions, and to beg her forgiveness. "Have you told God that you are sorry?" If "Yes," then her free forgiveness was granted; if "No," I was sent to

her room to "tell God" and to ask His pardon first. Kneeling by my trundle-bed, I usually said my evening "Now I lay me," and said it fast, for wasn't mother waiting just outside with her comfort? But He heard and found the persistence in it, for I went out happy. I have always been glad that mother did not fasten a sermon or a warning to the end of her forgiveness. We did sometimes sing just after, a victory song that left the heart light, and the purpose to be good strong. Thus early I was impressed with the need of at-one-ment, and with the justice of reparation for wrong done. It has been easier for me to forgive and to ask forgiveness because of my nursery teaching. The teacher of the outside nurseries, the kindergarten and the primary, does well to keep up the wires between child-hearts and to encourage the sendings of "forgivings" for real or for fancied wrongs.

At five, Mother Goose was my delight. Its ridiculousness and its jingle strongly appealed to me. My little—no there is nothing little to a child—my great troubles could not easily be pitied or kissed away; but give me a half-hour of Mother Goose's cheery logic and I could send them off myself in womanly fashion. And this shall always be my plea for Mother Goose and her kin in books and in people; for children, young and old, seek and find their helps in unexpected places. The goody, worked-up consolations are often failures. So I say, let very young children have their choices in the reading they shall hear and in the stories that shall be told them.

AMY C. SCAMMELL.

*Milford, Mass.*



Little 5-year-old Willie had been to the theater and upon his return his mother asked how he liked the play. "Oh," he replied, "the play was all right, but I didn't get to see near all of it." "Why, how did that happen?" asked his mother. "Because," answered Willie, "the roller must have been broke, for the window blind fell down two or three times."

April 27, 1899.

EDITOR OF CHILD-STUDY MONTHLY:

In the April number of your magazine, under the head of "Workings of the Child's Mind," Lena May Breed asks for an explanation of an incident which occurred in her school. I have come to the child's rescue with an experience which was in some ways similar to little Ernest K.'s. When my mother was about five years of age she stood by her father's knee one evening and began to tell him about herself when she was a lady. "Oh father," she said, "When I was a lady I had such a beautiful dress, and my bonnet was *so* pretty, and I wore slippers that were laced to the knee with ribbons." "What is that you are talking about?" asked her father. "I am telling about when I was a lady," repeated the child, and she again went into the details of her wardrobe. Her father, horrified that his daughter should be so untruthful, reprimanded her severely, saying: "Charlotte, you were never a lady." "Oh, yes I was," continued the child, more enthusiastically; whereupon her father turned and reprimanded her more sternly than before, saying: "If I ever know of your telling another such a falsehood I shall punish you severely." The child went away by herself and cried herself sick, but kept her sorrow from her father, who never knew how terribly he had made her suffer.

My mother says that the picture of herself as a lady is as vivid to-day as it was at that time, and that there was no intention of telling a falsehood; it could not well be set down as such. She accounts for the incident in this way: She had probably seen some lady, or the picture of some lady, whom she greatly admired, and being a child with a vivid imagination, she had so completely put herself into the beautifully dressed woman's place, that the whole thing was a reality to her.

When my daughter was about two and a half or three years of age she played constantly with an imaginary

brother. She talked always to "Johnnie," as if he were a real child younger than herself, for whom she must care. When she walked the street her hand was always extended as if holding another child's hand, and, being an only child, this imaginary playmate was, without doubt, a great source of enjoyment and comfort to her.

Since she has become grown she has surprised me with many an insight into child-life, revealing to me many things I had no idea were there at the time.

Doré's pictures in Dante's "Inferno" held a terrible fascination for her, while they nearly paralyzed her with fear, and probably were harmful to her sensitive mind, and many pictures of a much milder nature she had conjured into a form entirely different from the original intention of the artist.

Without doubt Ernest K. really thought of the picture, which he brought to his teacher, as himself, and his teacher may be able to find out more about his little imaginative mind by this incident. I should be glad to hear more about him.

EMILY WARE.

*Owatonna, Minn., Box 224.*



#### PLEADING A TECHNICALITY.

She was ironing her dolly's new gown,  
Maid Marion, four years old,  
With her brows puckered down  
In a painstaking frown  
Under her tresses of gold.

'Twas Sunday, and nurse coming in  
Exclaimed in a tone of surprise:  
"Don't you know it's a sin  
Any work to begin  
On the day that the Lord sanctifies?"

Then, lifting her face like a rose,  
Thus answered this wise little tot:  
"Now, don't you suppose  
The good Lord He knows  
This little iron ain't hot?"

—Selected.

## THE EDUCATIONAL CURRENT.

EDITED BY CLARA KERN BAYLISS.

**Our Motto.** **T**O educate the child we must educate the parents along with him. We cannot greatly elevate the child so long as his parents act as dead weights. We must make our schoolhouses the clubhouses of the community where children and adults can have reading-rooms, lectures, study-classes and social entertainment; and we must make our churches educational centers, where God's work—the uplifting of humanity—goes on every day in the week.

**A Teacher of the Right Sort.** **T**HIS from the private letter of one of the girls in whose work we rejoice: "I wish you could have seen my school last September and could see it now. The walls were perfectly bare, except for a case of maps. Besides the desks the room contained a table, an organ, and one old chair. There was literally nothing to work with, except some bright children."

"The directors had had the room scrubbed and the walls papered. They said they would get me what I needed so far as they could, but they had just built a long shed for horses and there was but little money left. I told them I must have a large dictionary, mirror, wash-basin, towels, soap and stove blacking."

"Early in November we gave a basket social. Everybody was willing to do his part and we cleared a little over eighteen dollars. I wanted some new chairs. The directors said they would get them and I could use the money for other things. I bought a large portrait of Whittier, a nice little etching of the Maine, two nice large pictures, of 'The Dream after the Battle' and 'An Innocent Victim,' and a yard of kittens. I got a good second-hand book-case, a county map and an inexpensive globe. We

ound that we must have some more seats, for some who had not been to school for a year or two had made up their minds to come.

"At the close of our sociable some of the young people came to me and asked if I would not have another during the winter. On January 27 we had a second sociable and cleared twenty-five dollars. We had planned this for a library. We bought a set of the Students' Encyclopedia and forty other books. These, with a few more donations that we have had, make us a nice library of fifty-seven volumes. The directors purchased enough oil-cloth to cover all the books, including the dictionary and encyclopedias. We held a little reception on Friday afternoon, February 17, for the patrons of the school, so that they might examine our purchases. We numbered our books, elected our librarian, and our circulating library began its work.

"I wish you could see and hear the scholars as I do. They are so eager and I have been amazed to see how carefully they select their reading. They are so proud of the books, too! Now I cannot go into a house but I see some member of the family reading one or more of our books,

"Of course I could not have accomplished so much in every district, but all were ready and willing to help. We are also making a little start toward a geological collection and I want to put up a gopher and a few birds for the top of our map-case."

Give us more such teachers, more such school-boards and patrons, and more such eager children!



Something for  
Napoleonic  
Students.

A HISTORIC tableau is being prepared which is likely to cause a sensation at the Paris exhibition. This is no other than a faithful reproduction of the Malmaison salon on the evening of a grand reception in the year 1800. More than fifty figures will appear in this scene, besides Napoleon and Josephine. The furniture, which will consist almost en-

tirely of authentic pieces of the period, promises to be a veritable curiosity in itself.—*Birmingham Globe*.

**Truant Schools and  
Juvenile Courts  
for Chicago.**

A MONG the most meritorious measures that stand to the credit of the Forty-first Assembly are the bills providing for the establishment in Chicago of parental schools and juvenile courts.

Under the parental school law the school board is empowered, within two years after the taking effect of the act, to construct and furnish schools for the confinement, instruction and maintenance of boys and girls of compulsory school age, which is from 7 to 14 years. The object of the law is to provide a place for the detention of habitual truants, where they may be separated from the pupils in the regular schools and given such training and instruction as are best calculated for their reformation as well as their education.

The manner of commitment is through petition, to be filed with the clerk of the court by a truant officer or any reputable citizen. If the delinquent is found to be a habitual truant the court may commit him to the truant school, to be kept there until he is 14 years of age, unless sooner discharged on parole as set forth in the act. The effect of the law will be not only to take vicious youngsters from the streets, where they are acquiring criminal tendencies, and place them in schools that have no suggestion of penal institutions, but it also protects children of studious and decent inclinations from demoralizing contact with truants.—*Times Herald*.

**Juvenile Courts.**

THE bill providing for the establishment of juvenile courts in Chicago is designed to regulate the treatment and control of dependent, neglected and delinquent children in such a way as to separate them from the hardened crim-

inals that come before the courts for trial. It will be the duty of the judges of the Circuit Court to designate one or more of their number, whose duty it shall be to hear all cases coming under this act, the hearings to be conducted in special courtrooms and the findings of the court to be entered in a special book, to be known as the "juvenile record." A dependent or neglected child, instead of being committed to a poorhouse or the Bridewell, will be committed to the care of some suitable state institution, to the care of some reputable citizen of good moral character or to the care of some training school or some association willing to receive it.



**Remarkable Scientific Developments.**

THE nineteenth century has excelled all others in devices for facilitating locomotion and communication. The two latest and most remarkable are the use of liquid air as a motive power and the sending of telegraph messages without wires.

Now that the signal corps of the army has been partially relieved of its duties and responsibilities caused by the war, Col. Allen and Lieut. Squire have resumed their experiments in wireless telegraphy, and hope for important results.

Contrary to the popular impression, wireless telegraphy is not a new thing. The possibility of sending messages and signals through the air by means of magnetic waves has been discussed for half a century. The principle was recognized long ago by Prof. Henry, who conducted several successful experiments; also Prof. Lodge of Liverpool, Heinrich Hertz of Berlin and other famous scientists and electricians. William H. Preece, chief engineer of the British postal service, has been devoting a great deal of time to the subject, but Sig. Marconi, a young Italian, is credited with the first practical application of the principle. He has constructed apparatus by which he has been able recently to send a message across the English channel, a distance of

thirty-two miles, and the first newspaper special transmitted in this manner appeared in the London *Times* on the 28th of March. Marconi is only 26, but his genius has been recognized for some years, and the Italian government has paid him a generous sum of money as a reward for his discoveries. He has recently been conducting some remarkable experiments between the South Foreland lighthouse and the East Goodwin lightship off the south coast of England, and between South Foreland and Boulogne, France, and during the recent storms was able to communicate without interruption either from wind or weather. The royal yacht of the prince of Wales is now engaged in carrying on experiments with military stations along the English coast, and Emperor William of Germany has inaugurated a similar series by experts for the benefit of the German army and navy. Several persons in this country have been working in the same line for months, but nothing serious has been done until recently.—*Curtis, in Record.*

## 4

A Work for  
Women's Clubs.

MRS. CATHARINE WAUGH McCULL-  
LOCH, a Chicago attorney, has por-  
trayed in "Mr. Lex" some of the injustices  
of the law in regard to the control of children:

"That a devoted and irreproachable mother can be arrested and imprisoned in Chicago for 'kidnapping' her own child seems almost incredible, yet this is perfectly true under the existing statutes of Illinois. A mother has not even a legal right to give permission for her child to be taken to ride on a street car, and if the father wishes to take from her a nursing-child and to give it into the care of a baby farm or of a dissolute mistress he can do so and have all the legal machinery of the courts to support his action. And if a mother, to avoid being thus robbed of her child, tries to escape with it to another state, she can be arrested and subjected to a maximum punishment of imprisonment in the county jail for one year and a fine of \$2,000.

"Under existing laws the father may choose the clothes his children shall wear, the church they shall attend, the kind of work they shall do, the medicines they shall take when they are sick and the place where they shall be buried when they die under his treatment—all in defiance of the mother's wishes or judgment, even though she furnish all the funds for running the father's business. If a daughter, at the age of fourteen, falls a victim to a seducer, her father can drive her out of his house and forbid her mother to help the unfortunate girl. If the disgraced girl-mother manages to get something to do and to support her illegitimate infant, the girl's father can go and—with a little maneuvering—collect the money she has earned, for she is still a minor. As long as the father is supposedly in his right mind the mother cannot collect the wages of a child, though the father may collect every cent of such wages and use it all for drink if he pleases. The maximum punishment that can be imposed upon the seducer of a girl of fourteen is to compel him to pay \$550 in the course of the first ten years of the infant's life. Even if he does not pay a cent toward the support of the child he can, at the end of ten years, take the child from the mother, who has reared and supported it, and can legally dispossess her and make the child earn wages to keep him in tobacco and whisky.

"The only reason that these absurd and abominable injustices of the common law are not wiped out is that the majority of fathers do not avail themselves of their legal rights. And so the women have not taken the matter in hand."

Shall Boys Fight?

AT the opening of the school of psychology in Chicago, recently, Dr. G. Stanley Hall said:

"Fighting is a good thing for boys. It is useful for what it develops. The development of the fighting propensities develops the higher qualities of moral courage. The danger in training children is to handle them

too gently. Some of our kindergarten friends make the mistake of not reading bloody tales to children. They need them. Some children never know what it is to be really happy, because they never have been really in pain. The good plan would be, if it could be carried into effect, to have all the children of the rich put into the homes of the poor and the children of the poor into the homes of the rich. Equipoise of pain and pleasure is the thing to be sought. No life should be without pleasure and none without pain. The test of our civilization is in its ability to bring pleasure into lives. The lives of savages are full of pain."

Dr. Hall's attitude toward fighting has aroused much criticism and also some commendation. It recalls the controversy, waged in educational magazines the last few months, from which we are surprised to learn that at least three-fourths of humanity believe in fighting for boys, since one-half of the reading and writing part of the public still believes in it.

We could never advocate either whipping in school or fighting on the playground—yet there are children who respect nothing but physical force.

Dr. Hall's remark: "The danger in training children is to handle them too gently," reminds us of what a good churchman once said of his minister, who was stirring up all sorts of church dissension: "All that ails the Rev. — is that he missed a few good *lickings* he ought to have had when he was a boy," and all the community agreed with the parishioner that the quarrelsome, petulant, grown-up-boy of the pulpit was still fairly itching for a good sound spanking.

We read recently that a brute of a husband had compelled his sick wife to remove her nightdress while he beat her almost into insensibility, and that he was in the habit of venting his rage on her. This fiend was a boy once, and who can doubt that the boys who were compelled to be with him would have been justified in fighting him every

day in the week in their own defense, or that, however it might be for the boy who had to do it, it would have been the best thing for the incipient wife-beater and for the world if somebody had pounded the life out of him?

**Geography.** FOR some time we had observed a lack of interest in our geography lessons. The map questions were learned readily, but the political geography was a drag. One member of the class declared manufacturing, commerce, etc., to be "a parcel of dry bones." Accordingly we set our minds at work to devise some interesting way to present these same "dry bones." The results were the following plans for study.

Our first plan was for the study of commerce. The class was composed of twenty pupils in the seventh-grade work. Twenty countries were selected; each pupil of the class received as a pseudonym the name of a country; as, first pupil, Norway; second, United States; third, Brazil, etc. Next the pupils were each supplied with a number of envelopes. A box, dignified by the name of "custom house," was placed upon the teacher's desk. The pupils were now ready for work. Each was required to study very carefully the country he represented, then required to write a list of his exports and the countries to which they were exported. The names of these countries were written upon envelopes, a list of exports placed in each, and the envelopes placed in the "custom house." The next day twenty more countries were assigned the class to be studied in the same manner.

When all countries had been completed, the "custom house" was packed to its utmost capacity. After the envelopes were given to the pupil to whom they were addressed, several recitation hours were consumed in reading the contents of the envelopes. For example, we quote one list addressed to "England." "England" arose and read: "I have to-day received by steamer from Norway a cargo of cod, herring, mackerel, lobsters, timber and tar."

*Geographical Carnival.* — The results of our commercial lessons were so favorable that we determined to carry the plan still further; we accordingly announced that in the afternoon of the last Friday of the month we would have a "geographical carnival" in which every pupil in the room might join. The directions for the carnival were as follows: Each pupil was to dress to represent a certain country by wearing the product or products of that country—the country to be represented to be a secret to all save the teacher, the pupils to guess the countries represented. The pupil who guessed the greatest number was to receive a small book as a prize.

Each pupil was called to the front of the room and surveyed from all sides; then the guess was recorded by each pupil. After the last pupil had thus been exhibited, the lists were collected and graded by the teacher and a committee appointed by the teacher to assist. The prize was then awarded.

Some costumes were beautiful, some most grotesque. One little girl who represented Norway wore a gown of white trimmed in sprigs of evergreen. The girdle at her waist was decorated with pendants cut from shingles. Pictures of different varieties of fish were fastened in a haphazard fashion all over her bodice. The "geographical carnival" was a decided success, and both teacher and pupils were satisfied that the seventh grade had awakened to a most absorbing interest in the commercial world.

*Geographical Conundrums.*—For another Friday's recreation we had disguised cities. Each pupil selected a city, wrote a disguised description of the same, and read it before the class; a guess was then made as to the city disguised. We give below examples of the descriptions written.

"I am an important city in an important country, am the seat of government, have a fine harbor, and am the principal commercial city of my country. I have suffered

much in the past from the devastations of earthquakes." (Answer, Lisbon, Portugal.)

"I am the largest city of my country and am nearly 4,000 years old. Am a great manufacturing city, my principal manufactures being silk, cotton, prints, damask, glassware, saddlery, iron-castings, etc. In the named manufactures you will find the key to my identity." (Answer, Damascus.)

*Geographical Booklets.*—Another method of universal interest to our pupils was the making of production booklets. The teacher made of Manila paper, booklets 3x6 inches, containing six pages. The booklets were given to the pupils and certain products assigned to them, as wheat, rice, cocoa, oranges, pins, etc., (manufactured articles were included). The titles, "All about ——," were written on the cover page, also name of the pupil. The inside of the first page was devoted to the drawing of the product. Then the written description. The descriptions were read in class. Some of the booklets were patterns of neatness. The booklets were afterward placed on our display chart.

The form of our display chart being an original one, we give it for the benefit of other workers. It is a screen, with three folds. The framework is made of thin pine strips, fastened together by hinges. The screen is covered on both sides with black cambric, stretched tightly and fastened to the frames by carpet tacks. The chart is light to handle, can be folded to fit any space, or may be used as a screen when needed. The pupils' work is pinned to the cambric. We have found this display chart a great incentive to good work.—*Nelle Spangler Mustain, in Intelligence.*

Not So Far  
Behind.

THE government of Hawaii does not yet maintain kindergartens, but nearly a dozen are conducted in Honolulu, on the same plans as those in this country, by members of the Ladies' Free Kindergarten Association.

There is a night school in Honolulu where foreigners past the school age can learn written and spoken English. The Young Men's Christian Association has six classes, largely attended every night. The Chinese are educated in two schools, one for boys, the other for girls, maintained by the government. There are also a great many private schools, both secular and religious. A large number of the teachers are from the United States, and the latest American ideas have been introduced.

One of the best schools is Oahu College, which is non-sectarian and for both boys and girls of any nationality. A graduate is fitted to enter the freshman class of Harvard, Yale, or Vassar. The college is supported by private endowments. One dollar a week is charged for tuition; and board, rooms, etc., are furnished at cost. The school year is thirty-eight weeks.

The faculty is made up almost wholly of graduates of colleges in Eastern United States. The buildings are beautifully situated. The grounds cover over 300 acres, containing two ponds and a great variety of tropical fruit, trees and foliage. There are ball grounds, tennis courts, and a large swimming-tank, and plans are being made for a gymnasium.—*Journal of Education.*

Pronunciation  
of English.

THE evil tendency has been toward effeminity, to depression of the robust Teutonic foundation, and inclination toward Norman inertia of vocalism.

The one consonant sound, that is indispensably characteristic of English, that has suffered most in this weakening process, is the *r*. The good old verb "were" is smothered into "wuh." The vast "world" is cribbed into the tiny "wuld." That which ought to be deliberately syllabicated into "per-fect" is mumbled "puffkt." The infinite vista of coming time is telescoped into "footya." Familiar stanzas were thus uttered recently in public:

Teas, idle teas, I know not wut they mean.  
 Teas fum the depf of some divine despah,  
 Rise in the haht and gathah to the eyes.

Many people go to and still others say they live in Noo Yawk. To further an undertaking is to "futher" it. Few Americans, comparatively, go to church, and of those few a large proportion go to "chutch." We rarely hear of arches now, but of "atches." The venerable Arctic circle has dwindled into an "attic." Noah sailed an "ahk" and the modern fighting-ship is sheathed in "amor." Earth has become "uth," earnings are "unnings." "Necta" is the lees of the gods' beverage and the complete effeminate is "nonpatsian" in all things.

Among the vowels the old English *u* is the despised. "Flute" is debased into rhyming with "toot" and "tune" must go with "toon." Americans, unmindful of their mother-tongue, talk about the soot of the chimney, the "soot" at law, a "soot" of clothes and a "soot" of rooms. The *u* should be long in the suit at law and the suit of clothes, while "suite" is French and it ought to be pronounced "sweet." No one says "impoot," but the *u* in assume should be the same as *u* in impute. Akin to the Normanized English *u* is the proper sound of *ew*. Americans say "hew to the line;" but they will insist that "dew" is "doo," due is "do," and that "news" is in a "noospaper." Drollest of all to the visitor from the British Islands is the "dook," never heard of except in the United States. Nor is the other extreme less ridiculous—"juke."—*Record.*



**T**HE most extraordinary exhibit ever given *Liquid Air.* in Washington was witnessed at the Arlington Hotel by the scientific circle of the city, members of the Cabinet, Supreme Court, diplomatic corps and other public men. It was given under the auspices of the National Geographical Society, presided over by Prof. Bell, the inventor of the telephone, and fur-

nished an opportunity for Charles E. Tripler of New York to show for the first time in public the new motive power which he has discovered and calls liquid air. A description of this remarkable fluid and its uses appears in McClure's Magazine for March and a more elaborate account is given in the April *Century*.

Briefly and simply stated, Mr. Tripler takes 800 gallons of ordinary air drawn from any window and, by compression and cold, reduces it to one gallon of a liquid that looks like glycerine and retains its form at a temperature of 312 degrees below zero. As it warms it expands into vapor and then into air, just as water is expanded into steam by heat. By controlling this expansion Mr. Tripler proposes to furnish a new motive power for the use of transportation companies on sea and on land, for factories, furnaces, and for every other purpose for which steam and electricity are now used. The expansive force is equal to 2,000 pounds a square inch, and without an exhaust pipe the pressure is so great that there is now no material of sufficient strength to restrain it. In other words, a pint or a quart or a gallon of this liquid will burst any vessel in which it may be confined unless there is an opportunity for its gradual escape.

Mr. Tripler brought six gallons of liquid air with him from New York, and in the presence of four or five hundred persons performed the experiments that are described in McClure's Magazine. He dipped the stuff out of his can with an ordinary tin dipper, just as a milkman would dip milk. He dropped a potato in it, lifted it out in two or three minutes and threw it on the floor, where it broke into a thousand little crystals. He took a rubber ball, immersed it in the liquid and then broke it as if it were glass. He dropped in a piece of beefsteak and in a moment it was broken into little fragments resembling petrified wood. He immersed a tumbler of alcohol, and in a few minutes it was frozen into a block of ice. He filled a pasteboard box with mercury, which when immersed in the liquid air became as hard as steel, and he used it as a hammer to drive nails in

the table. He immersed copper, tin, iron and strips of steel in the liquid air, and they crumbled like pie-crust. He demonstrated the expansive power of the liquid in a similar manner, and altogether performed experiments that were not only novel but amazing.

Good for the  
Catholic Colleges.

AT the recent conference of Roman Catholic colleges Rev. James A. Burns of Notre Dame University even went so far as to say that the demand of the public was for the sciences, and unless the colleges met this demand they would lose a third of their students of Roman Catholic faith to the nonsectarian colleges which furnished full courses of study in the sciences. Rev. George F. Brown, vice-president of Seton Hall College, Orange, N. J., was another strong advocate of the sciences. He thought that the courses should also conform more to the other lines of study of the other colleges of the land, and even athletics should receive much more encouragement.

Modern Child-  
Study.

NOT so long ago the adult organism was alone considered by biologists worthy of study, as being perfected and mature. Miniature forms of life were looked upon as incomplete and this incompleteness was regarded as a bar to their scientific study. But a broader view of the many stages through which all animals pass in their development brought out the fact that the adult stage is only one out of many—it is merely the final term of a series of stages. From this broader and more philosophical standpoint have arisen studies such as those described in the June number of the *Forum*, under the title "Physical Growth Periods and Appropriate Exercises."

The writer points out that all parts of the child's body do not grow at one and the same time. For example, "the muscles of the upper arm are ripe and ready for training at

least a year and a half before the muscles of the fingers," and so on with the other groups of muscles. He then notes the obvious corollary that in the school child we should be careful to train those groups of muscles in their proper order of development. He also observes that there are two critical periods of school life, one between the ages of  $7\frac{1}{2}$  and  $8\frac{1}{2}$  years, when the action of the heart is inefficient, and the other between the ages of 12 and 14, when physical growth is most rapid and the child is subject to "morbid mental emotion." The writer next goes on to point out those physical exercises which are most appropriate to the different ages. Between 6 and 9 rope-jumping should be prohibited on account of the liability to heart damage—which Professor Christopher of the Chicago Board of Education finds to be common between these ages. But exercises of skill, of "tactics and calisthenics, are of great value."

Between the ages of 9 and 14 there should be "exercises that tend to the acquisition of a well-poised carriage and graceful walk," for the muscles are ripe and ready for training. The kind of exercise between the ages of 14 and 20 should be for the purpose of "inciting strong activity of heart and lungs." Between 20 and 30 severe exercises of endurance, such as boat-racing, are appropriate, but calisthenics are no longer of value, though they again become useful between the ages of 45 and 60.

The paper is a thoughtful one and the writer's recommendations are a careful application of the latest results of anatomy and physiology to the physical needs of the child and youth.—*Chicago Tribune.*

Dr. Arnold Tompkins  
Declares the Bible  
a Great Fiction.

AT a meeting of the Northern Illinois Teachers' Association at Dixon, Dr. Arnold Tompkins remarked with an emphasis that startled his hearers: "The Bible is the greatest work of fiction we have."

Dr. Tompkins was talking on the theme of literature,

and was bringing out the fact that in fiction such as he found in holy writ is buried the greatest truth.

Dr. Tompkins was besieged by many who had heard his lecture and who were fearful that he had questioned the inspiration of the scriptures. He explained to these questioners that he did not intend to bring into his talk any reflection on the Bible, but wished to illustrate his point by referring to it. He said he saw in Christ's parables an exemplification of his opinions.

He asserted in his lecture that no matter whether any book is founded on fact or not, or any great work of poet or romancer, if the truth which the writer wishes to make the moral of his tale is implanted in the minds of his readers. He asserted that he cared not a whit whether a book is true or all imaginary, if the desired lesson is taught. He knew, he said, that it does not matter whether or not the sower that Christ spoke of sowed wheat or oats, or whether he sowed at all, so long as humanity grasps the underlying moral. Dr. Tompkins soared aloft from his Bible similes to the realm of poetical example, and affirmed that from everything living and insensate there can be drawn some lesson that paints itself in eternal coloring upon one's inner consciousness. He would extract sentiment from the rock, the tree, from the sunshine, the air; he would mingle idealisms with the moral gained from books and mix them with the lessons given men in the Bible parables, all in all broadening out the human sense of æsthetic appreciation and elevating one's intellectual and religious tone. He held that these thoughts must be impressed upon the rising generation in order to give it the proper insight into things that are written of and things that be.—*Times-Herald.*

Youth Study in the High School. **A**DULTS are removed by three long steps from children. "The child is father of the man" is no longer admitted as a correct statement. The child is rather the grandfather of the man. There is one personality in between, and the high

school covers the period of its manifestation. The second birth begins about the time the pupil goes to the high school. From the youth of this period the man is sprung. The child before this age represents his general heredity. In the high school stage we begin to see what the man will be. The individual ought to be studied closely in this period of the new birth, for this is a time of storm and stress. Now astonishing changes take place in this, the most trying, period of life; and the boy does not understand himself. This is "the criminal age," as is shown by the French statistics. It is, too, the age of conversions. And it is the age of suicides. These simple facts are so momentous as to demand the most serious attention.

At this age the youth is curious with regard to the mysteries of life and sex; the worst things may happen in this time of the greatest dangers. Ideals are now in the process of formation. It is a time of uncertainty and secretiveness, and the youth is often misunderstood because of bashfulness. Whatever the symptoms, the boys and girls ought to be watched closely and sympathetically. Do our high schools meet these needs? As a rule it seems not.

At the time of adolescence savages are accustomed to give severe tests. The youth of Rome were then given the *toga virilis*. The idea of the savage is to remove the weak and to preserve the strong. Our idea is too much like it. Our education is too much a process of bringing about the survival of the fittest, the disappearance of the unfit. The high school pupil selects his course of study. If he does not succeed, out he goes. We see this frequently. At the very time they most need and most crave sympathy, the boys and girls get the least, because they will not let the fact be known, and as teachers we do not come near enough to them. The youth is allowed to sink or swim. Hundreds drop out of our high schools in their first year. A very large percentage drop out because they are discouraged and are not adequately helped.

We ought to form in our high schools groups of students

each with a teacher-friend as guide and counsellor. These teachers should record their observations to guide the school authorities; the records should be definite and full, indicating the interests, affections, ideals, and enthusiasms of the boys and girls. Each record would become an interpretation, to every careful reader of the character of the youth. It is well to put in what books the boy likes. Upon this record should be based the decision as to what studies the pupil should pursue in the high school. In all cases of arrested and uneven development we should plan the pupils' courses with reference to the actual growth attained. Why should a child be kept out or put out of the high school simply because he has not yet reached the stage of mathematical development?

These teacher-friends of our pupils ought to look into the homes. They ought to be advisory counsellors to the pupils themselves and for their parents. They ought to give the youth helpful information. It is here that the present teachers fail: they split apart the child's personal life and his education. Wise counsel, privately given, is what is most needed. Mothers and fathers do not give this information and advice from ignorance and false modesty.

The high-school age is the most important stage in the development of the man and of the woman. We ought to arrange our courses, methods, and instruction so that the child may get what he needs. The high school does not exist to cause the fittest to survive but to make the unfit fit. That, in a phrase, is the school problem in all education. By making the weak strong, the foolish wise, the bad good, and by this process only, shall we be able to reach the higher order of civilization?—*Supt. Charles B. Gilbert, Newark, N.J.*

Studies of Mental Fatigue.

MENTAL fatigue is a condition incident to school work which has been the subject of careful investigation within recent years. Prof. Burgerstein of Vienna, and prof. Kraeplin of

Heidelberg, in their published results of scientific tests, agree that the German high schools make too severe demands upon students. Prof. Kraeplin, believing that fatigue is a symptom of blood poisoning, says that the waste tissue resulting from brain activity is a poison that is carried through the circulatory system; if it be accumulated in the blood, fatigue ensues, which may even, if continued, become disease.

Prof. Burgerstein, in his tests employed simple problems in addition, with children of eleven to thirteen years of age. Each period of ten minutes' written work was followed by a recess of five minutes. Increase of facility from period to period was marked in fifty-seven per cent. of the cases tried; but this increase was accompanied by an increase in the number of errors. On the contrary, those who lagged behind showed relatively fewer errors. Of the results obtained in four ten-minute periods, Prof. Burgerstein says:

"It seems as though the children had unconsciously meant to rest in order to start anew in the fourth period. The fewest corrections are made in the third period. Fewer corrections and a greater increase in the number of errors are regarded as evidences of mental fatigue."

Regarding the prevention of fatigue, Prof. Uhlig says:

"Every lesson in itself offers a great many opportunities for change in mental activity. In language lessons a poem or a piece in the reader is treated. First, a brief review is held by appropriate questions, then the piece is explained with reference to contents and form. The progress of the action or the development of the thought is followed. Finally comes the exercise in expressive reading. Thus judgment, the power of apperception, emotion, and other psychical actions are alternated. This constant change prevents fatigue.

"Fatigue taking place after protracted tension can be removed by change of occupation and complete recreation. This balance would be more effective if school had to deal

only with healthy children, but we must consider the many weak children who suffer from poverty of the blood and who do not, during their school years, receive proper nourishment nor get sufficient sleep nor enough of other important agencies for hygienic development. The healthful discipline which accustoms the children to regular mental activity, the proper change between work and recreation, the habitation in well-aired and lighted rooms, bodily exercise and movement by means of gymnastics and play, as well as school excursions, the habits of obedience, order, punctuality and cleanliness, are for many children a deliverance from destruction and ruin."—*School Journal*.

\* \* \*

**A New Teachers' College.** MRS. Emmons Blaine is about to endow a large school of pedagogy at Chicago. She will herself contribute several hundred thousand dollars and has already secured pledges for a great deal more. Col. Parker has been invited to take charge of the new institution with complete freedom to work out his latest educational ideas. Mrs. Blaine is said to have cherished this plan for several years and has only been awaiting the return of good times to carry it out.

A later report declares that Col. Parker has accepted the presidency of the new institution. This will afford him a unique opportunity where he will be untrammelled by political considerations and free from petty annoyances.

\* \* \*

You cannot kill the professor, and it is no use to try. We made the attempt, and, for the time being, with good results. However, we are sorry that the disease has broken out in many new spots, and we have abandoned all hope of killing the professor. There are so many men who like the term, and who glory in it, that we fear "the professor" is to be immortal.

## IN SOUTHERN CALIFORNIA.

Where the cocoa and cactus are neighbors,  
Where the fig and the fir-tree are one,  
Where the brave corn is lifting bent sabres  
And flashing them far in the sun;  
Where the maidens blush red in their tresses  
Of night, and retreat to advance,  
And the dark, sweeping eyelash expresses  
Deep passion, half hush'd in a trance;  
Where the fig is in leaf, where the blossom  
Of orange is fragrant as fair,—  
Santa Barbara's balm in the bosom,  
Her sunny, soft winds in the hair;  
Where the grape is most luscious, where laden  
Long branches bend double with gold;  
Los Angeles leans like a maiden,  
Red, blushing, half shy, and half bold  
Where passion was born, and where poets  
Are deeper in silence than song,  
A love knows a love, and may know its  
Reward, yet may never know wrong.  
Where passion was born, and where blushes  
Gave birth to my song of the South,  
And a song is a love-tale, and rushes,  
Unchid, thru the red of the mouth  
Where an Adam in Eden reposes,  
I repose, I am glad, and take wine  
In the clambering, redolent roses,  
And under my fig and my vine.

—Joaquin Miller in *Western Journal of Education.*



Enthusiasm is very sunlight. Composure brings the strength and rest of night. Enthusiasm tempered with composure justifies the long hope. Composure tempered with enthusiasm, and lo! the day-star! — Frederick A. Tupper, Quincy, Mass.



Get at "the central idea of the occasion" with each lesson, and the quicker you do it the better. Know just what you wish the children to get from the lesson, and then lead them to it in the most effective way.

**HOURS OF WORK OF WOMEN AND CHILDREN.**

In this country the hours of work of women and children vary considerably in different states and in different trades. In Utah the eight-hour day is in force for men, women and children. In Massachusetts the working hours of women and children are limited by law to fifty-eight hours weekly. In this state and Pennsylvania women and minors under eighteen years of age are not allowed to labor for more than ten hours per day or sixty hours per week. In Illinois a statute was passed in 1893 prohibiting the employment of females and children for longer than eight hours in the day or forty-eight hours in the week. This, however, was set aside by the Supreme Court. In that state at the present time there is no prohibition of night work for children, and consequently young boys in the nail mills and glass manufactories still labor from six in the evening to three in the morning. Again, in the laundries young girls are often working the whole night, and from the effects of the long hours, together with the extreme heat, are constantly contracting rheumatism, and breaking down from nervous prostration. It is also allowable in Illinois to have girls of fourteen working in the large department stores so late that they are unable to reach home before midnight. This is the case of those children who commence their day after noon and do not work longer than ten hours in any twenty-four. In some branches of industry women are employed all night, and in the sewing trades women and girls, owing to acute competition, are compelled to slave in much the same sort of way as when the "Song of the Shirt" was written. In fact, in those factories and shops in which the use of mechanical motive power has not been introduced, the hours of labor are practically unlimited. There can be no doubt but that many forms of labor are distinctly injurious to girls, and seriously prejudice their chances of becoming healthy mothers. Women and girls are in a worse position than men and boys in that

they have no organization and are for the most part unskilled workers. Their lot does not appear likely to be ameliorated by legislation.—*Pediatrics*.



#### A LESSON IN ASTRONOMY.

The solar system puzzled us.  
Miss Mary said she thought it would,  
And so she gave us each a name  
And made it all into a game.  
And then we understood.

Theresa, with her golden hair  
All loose and shining, was the sun,  
And round her Mercury and Mars,  
Venus and all the other stars  
Stood waiting, every one.

I was the earth, with little Nell  
Beside me for the moon so round,  
And Saturn had two hoops for rings  
And Mercury a pair of wings,  
And Jupiter was crowned.

And then Miss Mary waved her hand,  
Each slow and stately in her place,  
We circled round the sun until  
A Comet—that was little Will—  
Came rushing on through space.

He darted straight into our midst:  
He whirled among us like a flash,  
The stars went flying, and the sun,  
And, laughing, breathless, wild with fun,  
The "system" went to smash.

—*Youth's Companion.*



A story is told—it may be only a story—that a scholarly, eloquent, long-winded, unsuccessful clergyman asked a brother minister, who had a way of telling the truth regardless of its force:

"What makes Phillips Brooks' sermons so popular?"  
"About twenty minutes," was the instantaneous reply.

## WORKINGS OF THE CHILD-MIND.

---

### THE BOY WANTED TO KNOW.

The children of the public schools were given a half holiday as a mark of respect to the late ex-Superintendent Day, and the same privilege was accorded them the day of the funeral of ex-Superintendent Rickoff.

A few days ago a bright youngster in one of the East End schools put up his hand to attract the teacher's attention.

His fingers trembled and his eyes snapped.

He was very much in earnest.

The teacher saw his signal.

"Well, Georgie?" she asked.

"Please, ma'am," he stammered, "when is Sup'enten'ent Jones goin' to die—we want another hollerday!"—*Cleveland Plain Dealer*.

¤

### PAPA IS CONSISTENT.

"Doesn't your papa ever lick you?"

"I guess not! Every time he threatens to lick me I read him an extract from his great anti-imperialism speech in which he said: 'These Filipinos are like wayward children, but have we on that account the right to take away their God-given privilege to do as they please? Let us treat them as we would our own wayward children, plead with them, beseech them, but never coerce them with either gun or rod.'"

"That's a good deal to remember."

"Yes, but he's got so now that he drops the switch as soon as I strike 'These Filipinos.'"—*Cleveland Plain Dealer*.

¤

A subscriber from Columbus, Ohio, sends the following example of seven-year-old humor: A little boy of seven,

while on an errand, saw an agent demonstrating the method of a new vapor bath. On his return he said to his mother, "I wish you would get me one of those turkey baths."

"What do you want with such a thing, child?"

"So I can wash without water."



A little boy of five was sitting thinking to himself and presently said:

"Cows eat milk-weed and make milk. They chew up the weed and the milk runs through."

"Who told you that?" asked his mother.

"Nobody. When I was out to grandpa's, he pulled some milk-weed and broke it and got milk all over his hands so he had to wash them. I never saw milk-weeds before. Grandpa said they called them milk-weed."

After a few moments reflection: "Some people grind up milk-weeds and get the milk and use it."

"Who told you that?"

"No one."



*Teacher.*—"What's the matter with you to-day, Tommy? You seem to be nervous and uneasy."

*Tommy.*—"I am. Yesterday was my pa and ma's wooden weddin' and nearly all the neighbors sent 'em shingles."



A commissioner of schools of Michigan sends this: I have a couple of true stories of a child and thought that perhaps you would like them for publication. They are as follows:

Little Dorcas is a bright child about five years of age. She is very obedient. One day her mamma said, "Dorcas, mamma wants you to make less noise." Dorcas very cheerfully replied, "All right, mamma, I can make it."

On another occasion, she complained of what she called

the bellyache and wanted some peppermint to relieve the pain. Nothing was done to ease her but supper was soon placed on the table. When the child had nearly finished her supper she said, "Mamma, I guess it wasn't the belly-ache that Dorcas had, it was the belly-hungry."

\* \* \*

"Are you a truthful man?" asked Senator Burrows.

"No, sir," replied Gen. Corbin. "Sometimes I am not."

"That is very bad."

"Did you ever hear how a little girl defined a lie?" asked Corbin.

"I never did."

"Her Sunday school teacher asked her what a lie was, and she replied: 'A lie is an abomination in the sight of the Lord, but an ever-present help in time of trouble.'" — Record.

\* \* \*

The signs of the times on the industrial and business horizon are outlined in the June number of the *American Monthly Review of Reviews*. In the department of "The Progress of the World" the editor discusses the new era of prosperity, the restored wages of labor, the tendency toward the consolidation of capital, railroad amalgamation, the relation to modern monopolies to the heaping up of great fortunes, the value of franchises and proposed tax reforms and other conditions and problems of the day in the business world. Mr. Byron W. Holt contributes an article on "Trusts—The Rush to Industrial Monopoly," in which he sets forth the facts in connection with the recent startling developments of the trust-forming mania, as it is beginning to be called. A feature of Mr. Holt's article is a carefully prepared list of more than one hundred and twenty-five industrial combinations now operating in this country, each of which is capitalized at not less than \$10,000,000. This list was revised to May 20, and includes the concerns formed during the past few months.

## AMONG THE BOOKS.

### MAGAZINES.

**SLANDERING OUR ARMY.**—The same gentlemen who have predicted the continuance of the war for centuries to come have also spread abroad many tales to the effect that our officers and men have conducted the fighting against the Filipinos in a wanton manner, with needless sacrifices of life and with general disregard of the rules and principles of civilized warfare. We shall consider all this to be baseless slander until some evidence can be brought forward to prove the charges. There have been assertions, furthermore, in various quarters that our soldiers in the Philippines have been suffering needlessly and have been ill-provided for. The best evidence obtainable goes to show that no troops at a distance from home and engaged in actual warfare were ever so well supplied with food, medicine, clothing and hospital care and facilities as our army now in the Philippines. The conditions of campaigning in Luzon subject our men to no little hardship in spite of everything that can possibly be done; and the end of the war will be welcomed by all thoughtful and sensible people with a deep sense of relief and gratitude. But while we have business of that kind on our hands, it is not well to exaggerate the dark side of the picture. And it is folly that approaches criminality to plot schemes for hampering our government in its efforts to end quickly an unhappy business that nobody enjoys.—From "*The Progress of the World*," in the "*American Monthly Review of Reviews*" for June.

\* \* \*

### SPECIAL TOURIST RATES TO COLORADO AND UTAH.

On and after June 25th, and until July 11, 1899, the Chicago & Alton Railroad will sell round-trip tourist tickets to Denver, Colorado Springs, Pueblo and Glenwood Springs, Colorado, and to Salt Lake City and Ogden, Utah, at greatly reduced rates. Liberal stop-over privileges will be granted. For rates, time of trains and complete particulars apply to R. SOMERVILLE, G. A. P. D., Chicago & Alton Railroad, 101 Adams St., Chicago, Ill. JAMES CHARLTON, General Passenger and Ticket Agent, Chicago, Ill.

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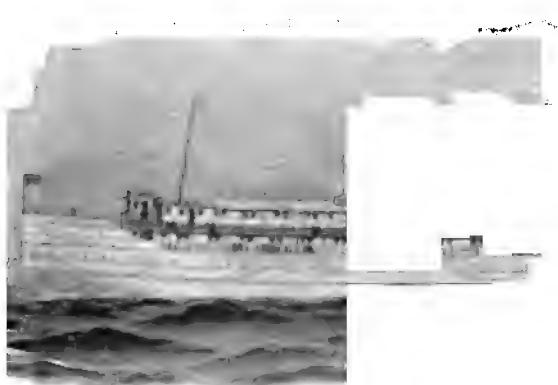
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# The Child-Study Monthly

*A Magazine devoted to Child-Study, especially in those departments that have direct bearing upon the practical problems contained in the education of the child.*

**MONTHLY, EXCEPT JULY AND AUGUST.**

### EDITORS:

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# The Child-Study Monthly

EDITED BY

WILLIAM O. KROHN AND ALFRED BAYLISS.

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## PASSAGES FROM A CHAPTER IN THE LIFE OF JOHN C.

LIKE other children, John found inspiration in the late war with Spain. He was thrilled by the pictures, descriptions and personal comment relating thereto; and lived it all in the rude battle-ships he constructed at the work bench, in the dozens of sketches he made of forts and vessels, and in the mimic battles he conducted on land and sea (on floor and in bathtub), in which the crippled soldiers always lay prostrate on the Spanish side, and the stalwart ones stood firm in defense of right on the American side.

But incidentally with all this development of patriotic sentiment in John's soul, there was growing a real passion for boats that partly crowded out and long outlived the war feeling. He came to enjoy the study of a gunboat, more for its constructive features than as an instrument with which to send Spanish sailors to the bottom of the sea; and took into his affections yachts, merchant vessels and all marine craft that came within his notice (mostly through pictures, for his home is far inland, and he sees only at long intervals the craft of a small lake).

Previous to this experience his creative efforts had been mainly in the nature of cars, railroad tracks, carts, buildings and the like, but now the world needed only boats! Boats filled his mind's eye, and odds and ends that were to serve

in their construction filled his pockets. In various parts of the home could be picked up sail-boat, torpedo-boat, cruiser, tug, or other model of his building.

Some days he made pictures of his favorite battle-ships until his hand ached. Articles that would appear most foreign to the purpose lent themselves in his hand to his fancy. Frequently he cut his food in suggestive shapes and shoved the crusts along the cloth to safe anchorage against his napkin ring.

So, with varying degrees of warmth, this interest held him for nearly a year when, in early April, '99, and when he was seven and a half years old, a little incident opened up to him broader opportunities and raised his ambition to the high-water mark. His mother, in looking over the contents of a closet, found a piece of sheet lead, about 6x8 inches in size, which she offered him. "Thank you, ever so much," he feelingly answered—almost whispered—as he hugged it up against himself and hurried off to enjoy it in seclusion.

It may be said here that John is very reserved, and only understood by those who are near and dear enough to interpret the silent speech.

He had previously obtained his lead from small pieces of pipe which he carried in his pocket mainly, cutting and hammering them into shape as needed. But here was a great sheet, all ready for use, and all his own! A noble impulse was born of the possession.

A day or two later he exacted of his mother a promise that she would keep out of the shop, telling her that he had a "secret," was making something that would "surprise" her. The whole day he was busy at the bench. Now and then a soft whistle could be heard, but commonly only the noise of the tools. When he appeared at dinner his face was glowing with anticipation. When his sister called him to supper she found him alone in the sitting room; he responded neither by word nor action. Shortly his mother sought him. "John, why don't you come to supper?"

There he sat, his hands clasped between his knees, his head and shoulders drooping, the very picture of despond. "I'll never try to make a boat again!" came choking through; and his mother gradually drew from him that it would not float well; that it tipped to one side and was altogether "bummy." This he gave in the most hopeless tone, with never a lifted eye nor other sign of appeal for sympathy.

He was finally induced to go with her, that they might together try it. "This does not tip very badly. A little strip of lead tacked on right here, I think, will fix it all right," cheerfully suggested his mother, she having seen him apply a like remedy in several previous cases. But no,



Figure 1.

Figure 2.

Figure 3.

nothing, nothing would do but to "smash it" and "throw it back into the wood pile."

This master expression of a year's devotion—this thing which in the morning had been common chunks of mill-wood, and which he had fondly sawed, bored, planed, chiseled and fastened into the loved shape (Fig. 1), and then to lack the quality which gave it life—what was there for him but bitterness? His mother insisted that she would like to keep it, that it was pretty to look at, but was only answered by a sob as he turned and left.

Nothing tempted his appetite for supper. A somewhat restless night was followed by an irritable, moody day.

It was not easy to divert him, and whenever left alone he lapsed into gloomy reflection. As indicated by color, appetite and temper, the cloud was not entirely lifted until, in the afternoon of the second day, a little friend opened a sand-store and took him into partnership.

There was no further evidence of interest in the old subject for a week or so, and then the question, "Do you think that Pop can spare a piece of that 2x4 in the lumber pile?" testified to a revival. He was assured that there would be no objection to his using what he wished of it; but owing to some hesitation on his part to accept, doubtless founded on a late discussion which he had heard between his father and mother, wherein question had been raised as to the latter's disposition of some personal belonging of the former, and which had impressed John more seriously than his mother, the latter searched elsewhere on the premises, and found, in a less sacred collection than in a lumber-pile, a short piece of 2x4 which he readily accepted, with the announcement that he could make out of it "something that I like."

This time there was no lack of enthusiasm, but the persistent and patient working toward a high ideal in the finish of every part was not here as in the preceding effort. The body of the boat was neither planed nor hollowed, the keel was cut from a shingle and nailed on with a strip of lead tacked to the bottom edge. The rigging, however, was carefully made; there was evidence that he had profited by some previous mistakes in construction, and several hours of earnest work were spent, on the whole without shadow of doubt on the worker's face as to the outcome—so that again the coming launching held serious possibilities.

Again he was betrayed; the schooner (Fig. 2) set so deep in the water as to barely float. He called the same witness to the inquest and she again demonstrated her unfitness by suggesting that he "might have it for a torpedo-boat." "A square-rigged torpedo-boat! *I guess not!*" with inexpressible contempt and mortification. But this time the tears flowed freely; he was open to sympathy. The emo-

tional pitch had been neither so high nor so sustained as in the former effort, and he was consequently spared the greater depth of grief. He quit the scene as one who more than half accepts his limitations. There seemed to be no impairment of his physical functions, and other interests soon claimed him.

Not many days later he picked up a little hulk on the edge of a puddle in a vacant lot, and "rigged it as a racer" (Fig. 3), thus showing that the flight and fall were over and that he had again settled near (it is hoped not on) the old plane.

Poor John! The expense account opens early.

L. H. CORSER.



#### MY SWEETHEART.

My sweetheart's eyes are brown,  
Long lashes drooping down,  
And if by chance my sweetheart you espy,  
You'll know her by the mischief in her eye.  
My sweetheart's eyes are brown.

My sweetheart's hair is gold.  
Her form, of fairy mold,  
A dream t' inspire the skill of sculptor's hand,  
Her little foot the tiniest in the land.  
My sweetheart's hair is gold.

My sweetheart loves me true;  
Ask her, she'll tell you, too.  
She has no wish the secret to withhold,  
She says she loves me pounds and pounds of gold.  
My sweetheart's age is two.

—*Eva Eickmeyer Rowland.*

*Yonkers, N. Y.*



"The board should confine itself to the discussion and establishment of plans and policies. It should not interfere in the carrying out of details. These should be left to those who are employed in the various departments, because of their special fitness."—*Joseph W. Errant, Chicago.*

## AN EDUCATIONAL PROBLEM.

### III.

IN the last (May, '99) number of the CHILD-STUDY MONTHLY the practical knowledge relating to the expenses of house and family were taken up. In this, let us follow together the course taken for the cultivation and evolution of moral and mental strength.

#### I.—MORAL STRENGTH-TRAINING.

On account of the lack of physical strength, the teacher could not depend much on work to be done outside of the four to five hours, so lack of time was a factor to be considered. It was therefore decided that a selection consisting of a text from the Bible and a suitable quotation from some poet or prose writer should be *read* over each of the five mornings of the week (counting the one on which the pupil did a little work alone), trusting to this five-fold repetition to fix beautiful and helpful thoughts in her memory. These selections were printed or written out by the teacher on delicately tinted paper, that they might be preserved in a little box and often looked over.

A few follow to show the general scope:

(1.)

"I the Lord will hold thy right hand, saying unto thee, Fear not, I will help thee."—Isaiah xli, 13.

Build a little fence of trust  
    Around to-day;  
Fill the space with loving work,  
    And therein stay;  
Look not through the sheltering bars  
    Upon to-morrow,  
God will help thee bear what comes  
    Of joy or sorrow.     —*Mary Frances Butts.*

(2.)

"Whosoever shall give to drink unto one of these little ones a

cup of cold water only, in the name of a disciple, verily, I say unto you, he shall in no wise lose his reward."—Matthew x, 42. (The widow's mite.—Luke xxi, 1-4.)

"Love's secret is to be always doing things for God, and not to mind because they are such very little ones."

"Every hour comes with some little fagot of God's will fastened upon its back."—*F. W. Faber.*

## (3.)

"She hath done what she could."—Mark xiv, 8.

I am glad to think  
I am not bound to make the world go right;  
But only to discover and to do,  
With cheerful heart, the work that God appoints.  
I will trust in Him,  
That He can hold His own; and I will take  
His will above the work He sendeth me,  
To be my chiefest good.

—*Jean Ingelow.*

## (4.)

"As thy day, so shall thy strength be."—Deuteronomy xxxiii, 25.

"God is a kind Father. . . . He gives us always strength enough, and sense enough, for what he wants us to do. . . . And we may always be sure, whatever we are doing, that we cannot be pleasing him, if we are not happy ourselves."—*John Ruskin.*

## (5.)

"They go from strength to strength."—Psalm lxxxiv, 7.

"First the blade, then the ear, after that the full corn in the ear."—Mark iv, 28.

"High hearts are never without hearing some new call, some distant clarion of God, even in their dreams; and soon they are observed to break up the camp of ease, and start on some fresh march of faithful service. And looking higher still, we find those who never wait till their moral work accumulates . . . . who do the good only to see the better, and see the better only to achieve it."—*James Martineau.*

Heaven is not reached at a single bound,  
But we build the ladder by which we rise  
From the lowly earth to the vaulted skies,  
And we mount to its summit round by round.

I count these things to be grandly true  
 That a noble deed is a step toward God—  
 Lifting the soul from the common sod  
 To a purer air and a broader view.

We rise by things that are under our feet,  
 By what we have mastered in greed and gain,  
 By the pride deposed and the passion slain,  
 And the vanquished ill we hourly meet.

—J. G. Holland.

(6.)

"O all ye green things upon the earth, bless ye the Lord; praise him, and magnify him forever." *Benedicite, omnia opera.*

"All ye green things on the earth, bless ye the Lord!"  
 So sang the choir, while ice-cased branches beat  
 The frosty window-panes, and at our feet  
 The frozen, tortured sod but mocked the word,  
 And seemed to cry, like some poor soul in pain,  
 Lord, suffering and endurance fill my days;  
 The growing green things will their Maker praise—  
 The happy green things, growing in warm rain!

So God lacks praise while all the fields are white,  
 I said; then smiled, remembering southward far,  
 How pampas-grass swayed green in summer light.  
 Nay, God hears always from this swinging star,  
 Decani and Cantoris, South and North,  
 Each answering other, praises pouring forth.

—Anna C. Brackett, in *Harper's Magazine.*

(7.)

"Finally, brethren, whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report—think on these things."—Philippians iv, 8.

"Make yourselves nests of pleasant thoughts."

"None of us yet know, for none of us have been taught in early youth, what fairy palaces we may build of beautiful thoughts—proof against all adversity. Bright fancies, satisfied memories, noble histories, faithful sayings, treasure-houses of precious and restful thoughts, which care cannot disturb, nor pain make gloomy, nor poverty take away from us—houses built without hands, for our souls to live in."—John Ruskin.

In these days of thought-suggestion and kindred the-

ories of training, what could be more to the purpose than a mind so filled with inspirations such as these that they will constantly recur without conscious effort? For where, in Ruskin's words, the mind is "a nest of pleasant thoughts," the unpleasant and impure ones will find it much harder to gain an entrance and well nigh impossible to find a welcome.

And a weakly physique especially needs all the health-giving powers of moral strength. The writer was much struck by the continual recurrence of Dr. Forbes Winslow, author of "Mad Humanity," and a distinguished authority, if not the most distinguished of the alienists—to the thought that insanity was unsoundness rather of the moral, than of the mental nature. That, in other words, a man might *know* he was doing wrong; and yet, by reason of a more or less defective moral organization, be entirely unable to desist from that wrong deed.

It is true that beautiful ideals alone are insufficient, but it is rare that such ideals do not awaken more or less active desire; and active desire is but one step from consciously willing what we thus wish for.

Secondarily, in all the intellectual work, the pupil was held to high ideals—that, in all the range of her studies and experiences, she should find nothing "common or unclean."

#### II.—INTELLECTUAL TRAINING.

This comprised, first, our work in "Correct Forms of Language," a *little* technical grammar, copiously illustrated by selections from the best writers. In teaching the parts of speech, we wrote down their names and definitions, then took a childish poem which gave pleasure to Ida to read over and over, and engaged first in a "noun-hunt" then in a "verb-hunt," and so on, not laying much stress on prepositions, relative or demonstrative pronouns, or similar more abstract concepts. We found this exercise very helpful and immediately productive of results. The poetical form was good, in that the inversion of sentences gave special

emphasis to their meaning as we sought to place them in their direct form. This study of different poems was continued for four or five lessons, and then dropped, having served the special need.

We are now at simple analysis, and as yet have found no difficulty. Ida has also copied out one of each of the principal verb forms, *without explanation* of their particular values, which will not come until she has had special opportunities of using them all.

History and geography have always gone together in the present writer's work; and so, knowing that Ida has had a grounding in United States history sufficient to allow of an intelligent adding to it as she has opportunity, her teacher thought it best to take up universal history and geography in a very easy and, perhaps, superficial way, so as to broaden the horizon of her mental outlook. Two text-books were used—Mr. and Mrs. Dorman Steele's "Brief History of Ancient, Mediæval, and Modern Peoples," formerly published by Barnes, and now by the American Book Co. This Ida bought and kept for its wealth of illustrations and the stories of ancient family life. For reference and additional points of interest, the teacher had Prof. Quackenbos' "Illustrated School History of the World," formerly published by the Appletons, and now also by the American School Book Co. Magazine articles of a suitable nature have been freely used; as, in the opinion of the writer, a child will often learn more of a subject in looking over a well-illustrated magazine paper, with explanations from an adult of the obscure points, than from a whole week of set lessons.

Special holidays have of course prompted research into their own special note of commemoration; and chance references during other lessons have attracted notice to modern geographical changes, notably the present state of Africa. Articles in the *Youth's Companion* and in *St. Nicholas* are always timely and well worth study. Especially valuable was one in the former, giving a sketch of the yet

unknown and untraversed portions of the earth, which, followed up with a map of the world, did more to fix the relative positions of all its principal countries than any other exercise would have done. Incidentally may be mentioned that *St. Nicholas* for June, 1899, has two excellent articles on the planet Mars, with illustrations of the "canals."

Natural-History training has been entirely desultory—from magazines, a tract on the "Life History of the Frog and its Kindred," published by the League for Social Service of New York City, and from incidental suggestions gained by reading together parts of Charles Kingsley's "Water-Babies" as to otters, salmon, and the various water and semi-aquatic forms of life.

Our motto is always "Look up everything you don't know;" and we never pass an ignorance until we have at least tried to convert it into a knowledge.

The one subject of our lesson-plan which has been almost entirely neglected has been the care of the body; for, with a weakly child, who is all too conscious of her physical condition from sad necessity, the greater need is to lead her thoughts away from it, only recognizing her condition sufficiently to excuse work when it would be too much to expect it.

It has rather been the aim of the writer to affirm the possibility of a thoroughly satisfactory and full life even with limitations of physical strength and endurance; and she has faith that this will be the case with her little pupil if she is spared to grow to womanhood.

MAY MACKINTOSH, P.D. M.

Weehawken P. O., N. J.

(Concluded.)



"When the teacher thinks chiefly of his subject, he teaches science; when he thinks chiefly of his pupil, he teaches nature study."—Prof. F. H. Bailey, Cornell University.

## POLLY'S POCKET.

"NOW, children," I said, "I am going to tell you a story, and when I have finished you can tell me what you think about it."

Twenty pairs of bright eyes were at once fastened upon me while I continued as follows:

Many years ago there lived in New England a little girl named Polly.

In olden times children did not usually have pockets in their dresses. But a few of the girls in the school which Polly attended had lately been provided with pockets, and now every one of the others was eager to own one.

One day Polly went home from school feeling very unhappy. A larger girl named Harriet had shown her at recess a very large pocket and had teased Polly because she had none.

"O my!" said Harriet. "Polly's too poor, or else her folks are too mean to let her have a pocket."

Poor little Polly was a foolish child. She could not bear to be laughed at. When she reached home at night she begged of her mother, "Do, ma, let me have a pocket. All of the girls have them."

Polly's mother was a very busy woman. She did not stop to think how much it meant to Polly to have a pocket like the other girls.

"No, Polly," she said, "you don't need it. I haven't any cloth to spare for pockets, nor any time to make them. It is all I can do to spin and weave and make your gowns without putting in any foolish pockets."

Polly felt like crying. She held back the tears, however; but she carried a very sober little face as she helped to put the supper on the table. After the men had eaten and the dishes and milk pails were washed, Polly went up

to her own room and began looking over the clothes in her one little drawer.

Polly would not cut a pocket out of the clothes that her mother had made for her; she felt that that would be stealing. But there was one apron that had been given her by an old aunt of her mother's. Polly did not like this apron very much. But was it not her own? Why should she not make a pocket out of it if she chose?

Polly remembered, it is true, that once when she had spoken about pockets her mother had said that it wore out little girls' dresses for them to keep putting their hands into pockets. But Polly did not dwell much on this phase of the question. She ran downstairs softly, borrowed her mother's scissors, and cut out a pocket that was, as near as she could remember, of the same shape as Harriet's. Then taking her own thimble and needle—for Polly was a neat little seamstress—she sewed up the pocket. She also made with the scissors a rip in the seam of her dress, fastening it together afterwards with a pin so that it need not be seen.

The next morning Polly washed the breakfast dishes as fast as she could. When her mother praised her promptness, Polly felt a little twinge of discomfort, but she did not like to explain the reasons for her unusual haste. She started for school early, and when quite out of sight from the house she sat down behind a stone wall, slipped off her dress, sewed into it the forbidden pocket, and then hurried on.

But she was several minutes late. The teacher looked up in surprise, for Polly was seldom tardy. "You are late, Polly," she said, "did your mother keep you longer than usual this morning?"

"No, ma'am," said Polly with some hesitation, "but—but—I was stopped on the way and couldn't get here any quicker."

"I hope it won't happen again," said the teacher kindly, and did not question Polly further.

At recess Polly showed her pocket to the girls. But somehow it did not give her so much pleasure as she had expected.

"The cloth isn't pretty," said one. "It isn't just the right shape," said another. And Harriet exclaimed, "Oh my! You couldn't get along unless you had a pocket just like the rest of us, could you, baby?"

Poor Polly felt almost as badly as she had the day before when she had no pocket, but one little girl said in a comforting way, "I think it is a real large pocket, Polly. I wish my mother would give me one, too."

When school was over Polly hurried homeward; on reaching the high wall she again stopped, ripped out the pocket, fastened the seam together slightly, tucked the pocket into the waist of her dress, and then went home.

"You are rather late, Polly," said her mother, as she entered the house. "Now you must be quick and set the table for supper."

The next day Polly again sewed the pocket into her dress in the morning and ripped it out at the close of school. She succeeded in reaching the schoolhouse, however, before the bell had finished ringing, and at recess, the girls having already seen the pocket, made fewer remarks about it than they had done the day before.

On the third day Polly did not finish the breakfast dishes quite so promptly, and when she reached the high wall she dared not stop to sew in the pocket for fear of being late at school.

At recess that day the little girl who had spoken approvingly of Polly's pocket said, joyfully, "I've got a pocket, too, this morning, Polly; I think it's most as large as yours. Let me see if it isn't."

"I guess I won't show my pocket to-day," said Polly.

But at this all the girls gathered around her. "What's the matter?" "Polly's cross." "Is the pocket worn out so soon?" they cried. And Harriet said scornfully,

"Perhaps she's got some goodies in it and doesn't want us to know. Let's look at her pocket anyway."

So some of the larger girls seized hold of Polly, determined to see her pocket. Polly began to cry and held her dress tightly. But they pulled her hand away and found—that there wasn't any pocket there.

Polly felt much ashamed and Harriet shouted "O, ho! Were you naughty and did your mother take the pocket away?"

Poor little Polly went home that day feeling very miserable. When she entered the home, her mother said: "Polly, I want you to go over to Mrs. Parlow's and ask her to lend me her receipt for making pickles, and you had better put on a clean apron. They've got company over there to-day. You can put on that new apron that Aunt Marthy gave you."

Polly did not know what to say. She went to her room and then came down again. But as she was starting on her errand, her mother called again. "Polly, you have forgotten your apron."

Polly went again to her room, walking very slowly. When she came down she said, "I didn't see the apron, mother. 'Tisn't in my drawer."

"Well," said her mother, "you must hurry off, but you ought to keep your things in order so that you can find them."

At this point in the story I paused. All the eyes of the children were fastened closely upon me.

"Well, what do you think of it?" I asked.

"She hadn't ought to had a pocket 'thout her mother said she could," said little May.

"I think her mother was real mean not to give her a pocket," said Kate.

"I'm glad I don't live in those old times," said Jenny.

"It was most as bad as stealing," said Dora.

"And lying," added Minnie.

"But she didn't tell any lies," protested Josie.

"I feel real sorry for Polly," said little Annie.

"What's the rest of the story?" said Jenny.

"How did it come out, Teacher?" "Did her mother find out?" "Tell us the rest," said one and another of the children.

"Yes," I answered, "her mother went to the drawer to look for the apron, and she found some pieces of the cloth whose edges showed the shape of the pocket that had been cut out."

"What did she say?" "What did she do to Polly?" asked the children in one breath.

"Oh dear, I feel sorrier than ever for poor Polly," sighed Annie.

"Tell us quick, Teacher," the children urged.

"Well, children," I said slowly, "I think I will let *you* finish this story. You can each tell me how you think it came out."

"I think her mother gave her a pocket," said Annie.

"Do you think Polly deserved a nice pocket?" I asked.

"I don't know." "She didn't tell any lies." "She thought the apron was hers, anyway," said the children.

"Did Polly think she was doing just right?"

"N-o, I guess not. Else she wouldn't have tried so hard to hide it," was the general decision.

"I think her mother was real mean to Polly, anyway," repeated Josie.

"Did Polly's mother mean to be unkind?" I asked.

"N-o, of course not, she didn't know that Polly wanted it so much."

"What do you think that Polly should have done?"

"She might have gone without any pocket. I should rather go without than to have to sew it in every day," said Dora.

"She ought to have told her mother that she wanted it very much, indeed, and perhaps she could have had one," said Minnie.

"No, she shouldn't tease for things. It was foolish to care so much about it, anyway," returned Dora.

"Polly could have shown her mother the pocket and told her that it was made out of her own apron," said Jenny.

"What do you think her mother would have said to that?" I asked.

"Oh, I suppose she would have said that the apron wasn't really Polly's, but only hers to use, and that Polly would wear out her dresses if she had pockets," said Kate crossly.

"Was the apron Polly's?"

"Yes, Aunt Marthy gave it to her," said Josie, and Jennie added, "Polly thought so, anyway."

"Well, was it really so?"

"Why no, I suppose Aunt Marthy made it partly for Polly's mother, so's she needn't make so many aprons for Polly."

"If the apron had *really* been Polly's would it have been right for her to make a pocket out of it and sew it into her dress?"

"Not 'less she knew her mother wouldn't care," said Annie.

"Was Polly happy while she was trying to hide her pocket?" I asked.

"No, of course not," answered all the children.

"But you haven't told us how it came out," Jenny repeated.

"What did her mother say when she found the cloth? Tell us, Teacher," urged the children.

"I said that I would let *you* finish the story," I replied. "Here are some sheets of paper. You can write it out, and when you have finished we will read the papers."

"Shall we write it as we think it really happened, or the way that we want it to come out?" asked Dora.

"Either way you choose," I said, smiling.

The endings of the story were various. But the follow-

ing papers will show the general styles of conclusion that were reached by the children.

## I

"When Poly got back her mother said you're a bad girl, poly, I can't trust you,' and Poly had to go to bed without any supper."—May.

## II

"Polly was afraide her mother would go to the drawer and she hurried back and saw her mother with the cloth in her hand. Polly cried and said 'I wish I hadn't, mother. It was a hateful old pocket anyhow.' And her mother thought she wouldn't punish her any more. She had had enough."—Jenny.

## III

"When Polly's mother saw it she felt kinder mean. But she didn't like it that Polly had made one either. When Polly got back her mother said, 'You can have the pocket, Polly, but I think if you had told me all about it I would have given you a better one. I can't now because you havn't been good.'"—Kate.

## IV

"Polly's mother did not tell how she had found the cloth. But she looked very sober. After Polly went to bed she got to crying, and she got up and told her mother about it. And her mother said, 'I didn't know you wanted a pocket so much, Polly; you can have it-if you want it.' But Polly said, 'No, it didn't do me any good, and I don't want it, and I don't think I ought to have it.'"—Josie.

## V

"When Polly was coming back she felt very mean. She didn't know her mother had been to the drawer. But she went to her mother and said 'I most told you a lie about that apron, mother.' And her mother said 'I didn't know you wanted a pocket so much, Polly; I will make you one

tomorrow out of some nice new cloth,' and Polly said 'I guess I don't deserve it, mother.' But her mother said 'I am going to give you one anyway, and as long as you wear the pocket you must remember and do to me just as you want your little girls to do to you when you get to be their mother.' "—Dora.

Miss M. H. LEONARD.

Rochester, Mass.



#### THE WHISTLING BOY.

Is there a sound in the world so sweet, on a dark and dreary morn,  
When the gloom without meets the gloom within, till we wish we'd  
not been born,  
As the sound of a little barefoot boy gaily whistling in the rain,  
While he drives the cows to pastures green, down the path in the  
muddy lane?

The joy of a boy is a funny thing, not dampened by autumn rain;  
His clothes and his hands and his sturdy feet are not spoiled by  
grime or stain;  
The world to him is a wonderful place that he means some day to  
explore;  
If there's time to play and plenty to eat, who cares if the heavens  
pour?

Oh, that cheery trill of a heart as fresh as the drops that clear the  
air,  
Brings a smile to our lips, and clears the soul of the gloom that  
brooded there;  
And we bless the boy as he spats along through rivers of rain and  
mud,  
For the hope and cheer in that whistled note would rainbow the sky  
in a flood.

—Celia S. Berkstresser, in *Ladies' Home Journal*.



"I have taught a primary school for thirty years; for fifteen years I had children who had not had kindergarten training, and for fifteen years those who had such training. I can do more than one-half as much more in a year with children who have had kindergarten training."—Lizzie E. Morse, North Easton, Mass.

## ANNUAL MEETING OF THE NEW YORK STATE SOCIETY FOR CHILD-STUDY.

THE second annual, and fourth semi-annual meeting of the New York State Society for Child-Study was held at Utica, N. Y., on Friday forenoon, July 7. The annual meeting of the society was held in connection with the annual meeting of the State Teachers' Association of New York. The program as prepared was arranged as the State Association's Section on Child-Study.

The general character of this section's meeting was that of a conference, in which open forum for discussion or comment on the part of any member present prevailed throughout the session. This was deemed more appropriate to the needs of the practical teacher who attends the child study meeting, than the preparation of long, set papers in which elaborate theories or multiplied statistics might be presented. In working out the following program, the meeting avoided the dryness which ordinarily characterizes annual sessions.

The session was called to order by Vice-President Shimer of New York City, acting president in the absence of Superintendent Griffith of Utica. The conference opened with greetings and "Confidences over the Penpoint." These "confidences" comprised selections from a vast number of letters recently received from prominent teachers, who have contributed to the child-study movement by original researches or critical publications. The tenor of these "confidences" was to disparage the unsavored adulration of child-study as a means of pedagogic success or scientific knowledge. In addition, Dr. Shimer presented a summary of the opinions of about 8,000 teachers on the advantages and disadvantages of child-study. In this polling, most teachers seemed to object to child-study on the grounds that it detracted from even work in the schoolroom, that it

interfered with the strictly pedagogical interest, and removed the teacher from the true attitude towards the boy or girl; that it developed false notions as to what constitutes scientific data, and that it was a waste of time, etc.

These "confidences" opened the way in a very apt manner for the discussion of the topic, "What Is the Creed of Child-Study?" The discussions tended toward an expression of practical experience on the part of those present. Most of these cited, in particular cases, how attention in their schoolrooms or in their schools to the characteristics of individual children not only awakened a peculiar interest in the children as pupils, but also opened to the minds of those teachers, principals and superintendents an entirely new field of experience. Several members reported scattering tests which they applied for their individual benefit, as they said, in gathering the ideas of children and facts about the physical and home-life of children. All the contributions to the discussion seemed to accord in the one conclusion that there is a legitimate field of child-study for the practical teacher. This field of practical interest, it was agreed, need not necessarily impinge on the scientific efforts to inquire more fully concerning the conditions of mind and body growth in the early years of human life. No attempt was made to formulate, specifically, any set of propositions which might be published as the so-called "creed" of the state society. The conference was rather designed to elicit expression of individual creeds. Whether the society will be able to formulate a tentative creed remains to be seen.

The second chief topic set for conference, namely, "How to Study the Individual Child in the Classroom, and Why?" was not taken up owing to the limitations of time under which the conference convened. The reading of the annual report of the secretary-treasurer was also deferred for a similar reason. This report will probably be published and distributed to the members of the society in the course of the year.

The second chief proceeding of the conference was the reading of the titles of set papers by the secretary. Instead of having these papers read and discussed by the few present at the annual meeting the secretary proposed a departure from usual programs, and merely announced that a number of papers, which are already prepared or in process of preparation, will be published later in the year for more detailed and elaborate study by the members of the society at a time when they can much more easily appropriate the practical values of the papers for their schoolroom work. To this end the secretary secured promises of a number of papers which are critical reviews and digests of the several fields to which they address themselves. The specific aim of these papers is to enable the busy teacher to become acquainted with the results of the scattered studies along numerous and different lines of child-study. The following titles were announced:

"The Doctrine of Interest in Modern Pedagogy," by Dr. Joseph S. Taylor, editor of the *New York Teachers' Magazine*.

"Reading for Children," by Dr. Sherman Williams, Glens Falls, N. Y.

"Fatigue Among School Children," by Prof. Will S. Monroe, State Normal School of Westfield, Mass.

"Mind Training in the Primary School," by Dr. Edward Thorndike, Western Reserve University, Ohio.

"A Few Studies of the Physical Side of the Kindergarten," by Miss Luella Palmer, New York City.

"Child Study in Mothers' Clubs," by Dr. Miriam E. Wheeler, Brooklyn, N. Y.

The secretary hopes to be able to promise a few additional papers to treat of the different phases of the child-study movement. These papers will be printed during the year and distributed among the members of the society.

The society sent telegraphic greetings to the National Child-Study Meeting in connection with the National Educational Association at Los Angeles, Cal.

The election of officers for the ensuing year resulted as follows:

Principal Albert Shiels, Mt. Vernon, N. Y., president.

Superintendent H. E. Reed, Little Falls, N. Y., vice-president.

Prof. Edward F. Buchner, New York University, New York City, secretary-treasurer.

The annual meeting of 1900 will be held at the time of the annual meeting of the State Teachers' Association at the Thousand Islands, N. Y.

Membership in the society is open to all persons who are interested in promoting the study of children and the dissemination of thought and knowledge which shall tend toward the betterment of the pupil-child. The membership fee is 50 cents, payable annually to the secretary-treasurer.



At the beginning of his paper, given in the *Educational Current*, on "Naughty Children," Prof. Elmer Brown says: "Whether a child is really naughty or not, in any given instance, depends on the point of view. The most of us can remember times when we were called naughty by censorious elders, although to ourselves we were nothing of the sort. If our command of language had been equal to the tumult of our feelings, we would have said that we were deeply injured; we were engaged in the endless battle for human rights, and our elders were arrayed against us."

This reminds us of the little girl who was required to ask God's forgiveness for something she had done, and, on being asked if she had told Him how naughty she had been, replied: "Yes, I told Him all about it, and He said, 'Oh, pshaw, Liza Jane, you're not so worse. There's lots of grown folks do badder'n that!'"



"Every subject has to stand up and vouch for its own utility."—*Frederick Spenceer*.

## EVENTS IN EDUCATIONAL HISTORY.

- 1803—Land grant by United States government for Ohio public schools.
- 1805—New York second state to establish common school fund.
- 1806—First evening school, Bristol, England.
- 1809—Ohio State University.
- 1809—University of Berlin founded with freedom of teaching.
- 1814—Norwegian Storthing first interests itself in education.
- 1815—Compulsory education in Prussia.
- 1817—First institution for deaf-mute instruction in United States.
- 1820—School books furnished free in Philadelphia schools.
- 1824—Rensselaer Polytechnic Institute in Troy, first in United States.
- 1825—Braille system of printing for the blind.
- 1829—Froebel's "Education of Man" appeared.
- 1833—Universal education law, France.
- 1833—First aid to schools by British Parliament.
- 1834—Common schools in Pennsylvania.
- 1835—Sewing taught in Boston schools.
- 1836—Mount Holyoke College.
- 1837—Horace Mann becomes secretary of Massachusetts Board of Education.
- 1837—First school of design in England.
- 1838—First normal school in United States, Lexington, Mass.
- 1840—First kindergarten, near Rudolstadt.
- 1840—Text-book reforms in the United States.
- 1842—Universal free education in Sweden.
- 1844—Entire Bible printed for the blind.
- 1849—First woman to receive medical degree.
- 1853—Antioch College; coeducation.

- 1857—National Teachers' Association organized; afterwards became National Educational Association.  
1861—Vassar College founded.  
1863—First cooking-school, London.  
1867—Department of Education established in United States.  
1868—First laboratory instruction in mechanics, Imperial Technical School, Russia.  
1870—Union College of Law, first woman graduate.  
1870—Elementary educational act, England.  
1872—University extension, Cambridge, England.  
1873—Kindergartens in United States, at St. Louis.  
1874—First Chautauqua Assembly.  
1876—Manual-training schools established, Sweden.  
1878—University of London admits women.  
1879—Manual training in St. Louis schools.  
1880—Cooking taught in Boston public schools.  
1881—First trades schools in United States, at New York.  
1882—Compulsory education in France.—*Chicago Tribune.*

\* \* \*

#### EXPANSION.

"Bessie, I've told you more than *forty* times never to do that again."

"Why, *mamma*, you've only told me *twice*."

"Yes, that's the way it goes," said the matter-of-fact playmate, Josie. "If *we* expand our mammas say it is awful. But *they* do it all the time."

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"Building committees and city governments should remember that schoolhouses are to be used for generations, and should build with greater thoroughness and stability, not forgetting that a little larger original outlay means future economy in repairs."—*Supt. Gordon A. Southworth, Somerville, Mass.*

## THE EDUCATIONAL CURRENT.

EDITED BY CLARA KERN BAYLISS.

**Our Motto.** **G**IVE us country clubhouses. In place of the eight or ten schools in each township, with enrollments ranging from six to sixty, each with meager apparatus and library of a half-dozen books, let us have one central graded school, with a building of eight or ten rooms, one of which shall be reading-room for parents as well as children; light the building well; put up sheds for horses and render country-life attractive by making the school the center of intellectual and social life for the community.



### NATIONAL EDUCATIONAL ASSOCIATION AT LOS ANGELES.

**B**ELOWING that nothing can better voice the current thought in educational matters than the speeches and papers of those who took part in the National Educational Association at Los Angeles, we devote almost the entire space of this department in the September and October issues to extracts from these addresses.

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**To Fit Him  
to Elect.** **I**N his paper on "Secondary Schools," Mr. Chas. H. Keyes of Holyoke, Mass., says:

"Mental power is the result of intense effort. Intense effort is always born of interest. Interest always attaches to the work of our choice rather than to the assigned task. Other things being equal, greatest power will result from teaching a pupil the subjects of his choice and aptitude—not those for which he has seemingly neither liking nor capacity.

"Must not the ideal high school cease to prescribe any but the essential tool of progress? If its business is to give the pupil four years of opportunity 'to make the most of himself,' in a high sense of the expression, must it not

content itself with insisting that he shall do four full years of thorough work, comprising continuous effort along some line, and such additional subjects as he, under wise counsel, shall elect?"

But we must not forget that the real purpose of the high school is to give the pupil a general survey of the field of knowledge, a brief walk along each of its paths, so that he may *thereafter* be enabled to choose which path to follow to make the most of himself. Too early an election is certain to be biased and premature.

**Culture Is Innate.** "WHAT studies are you going to prescribe to teach culture? It may be likened to the bloom on the peach. Farmers grow peaches, but whoever heard of their trying to grow bloom? Educate the individual and the culture will take care of itself."—J. H. Hoose, *University of Southern California.*

**The True Freedom.** "THE human being, child or man, must be regarded as a true personality, possessed of a true will, which he may freely exercise and for whose exercise he is responsible. Successful attempts to build moral character in the child must work along the same line; that is, through his own will. Committing moral precepts to memory, study of the theory of ethics, advice (and even example of the wisest and best teachers and friends), study of the Bible and the soundest and most eloquent preaching—all are as useless in building character as the whistling wind, except in the degree in which they stir and rouse and direct the center of the child or man; that is, his personality and his active will. When the habit of inward restraint is once thoroughly formed, outward restraint is not felt by the pupil. He is 'free from the law,' because he is inwardly ready to do, from his own motion, the things that righteous law demands.

"Another most important law belongs to body and mind

alike; that is, the law of habit. The mind 'learns to do by doing.' Whether an oft-repeated thought 'wears a channel in the brain,' or how else it is done, is for the teacher an unimportant question. But that the mind does form habits, as the body does, is a matter of tremendous significance for him. It would not be far from the truth to say that the forming of habit is the chief business of education. Those who are so ready to condemn 'ruts' unqualifiedly should think on this matter. 'Habits are ruts; they 'lead us along the lines of least resistance.' It is not a question whether ruts are valuable in education or elsewhere. The significant questions are: What kind of ruts? And are we so firmly 'stuck' in them that we cannot get out if need be?"—E. C. Hewett, Bloomington, Ill.

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**The Office of the High School.** "THE objects of life are happiness, contentment and usefulness to others.

All of these depend upon our ability to adapt ourselves to the requirements of physical, moral and intellectual law. The most that can be done by a school is to give the pupil the power of self-help. Life demands of the young graduate that he be able-bodied, quick in adaptation and willing to take hold of the first useful employment that comes to hand. He should possess a love for labor and find his chief enjoyment in overcoming difficulties. He must be ambitious, upright, honorable and free from vicious habits. His mind should be trained into sympathy with modern things and with modern problems. He must be able to answer the question: 'What can you do?' as well as 'What do you know?'

"High schools fail to prepare for life to the extent that they treat language as anything else than a vehicle of thought, drawing as anything but a sort of universal language, and mathematics as other than a device for measuring quantity. The thought-side in our schools should be strengthened by using fewer books and more laboratories the expression-side by the constant practice of portrayin

daily experiences by words, drawings and figures. The thought and the industrial sides of education in our schools need strengthening by training in the manual arts. Our schools would be improved if they taught more labor and less discussion of the labor problem.

"It is the office of the high school to put the pupil into full possession of his best thinking and executive powers, and something is wrong with a college that requires a different preparation. So it is with the college. Our high-school graduates are received there, not because they have the best preparation for entering upon advanced work, but because they are the only material available. The causes which have led to these imperfect conditions are, first, a popular demand for the ornamental in preference to the useful; second, those 'productive industries' in colleges which demand a quantum of knowledge for entrance instead of power to pursue higher work."—*G. B. Morrison, Kansas City, Mo.*

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BY increasing the earning power of the individual, the school lays the foundation upon which rest the higher activities of the soul; for it is a mockery to speak of culture and education to a people whose vital energies are exhausted in the struggle for bread. Knowledge does not gain in value as its usefulness diminishes. On the other hand, education should aim at something higher than utility. If it does not aim at developing the ability to enjoy the things of the higher life it cannot be too severely condemned.

"The school takes the first step in promoting this higher life when it makes the pupil think. It is the province of the school not merely to better fit the pupil for bread-winning and to increase his earning-power, but to prepare him to think the best thoughts of the best men as enshrined in literature; to see and think God's thoughts as they are embodied and expressed in all creation; to enjoy the things of the mind; to appreciate the true, the beautiful

and the good; to live the life of thought and faith and hope and love. In this direction lies the mission of the school in its relation to the higher life."—*Supt. N. C. Schaeffer, Pa.*

*Continuation Schools.*

"A SUBJECT to which we might devote our attention with considerable profit is the subject that for want of a better name may be termed 'continuation schools.' All our elementary schools are necessarily intended for children. Public schools are conducted for children of school age, and not for those of a more advanced age. Persons with means for pursuing their work or with a burning desire for knowledge may be able to continue their studies in higher institutions; but the large mass of men and women practically stop their conscious education when they leave the schoolroom. Is it not possible for a plan to be prepared that could be put in practical operation in all our larger cities and in many of our smaller ones, so that young men and young women who are compelled by circumstances to go to work to earn a livelihood would at the same time have the opportunity of continuing their intellectual work under proper guidance?"—*O. E. Lyte, President N. E. A.*

*The Educational Problem in Hawaii.*

"QUALITY as well as quantity must be considered in discussing such a race problem. And there is a very radical difference in quality between the white, the brown and the yellow races. The white race is preëminent for active, self-assertive, strong individuality. It is in this race that individualism is found in its extreme form. On the other hand, the Hawaiians are of the extreme passive type, influenced somewhat by their contact with the white race. The Hawaiian 'ancient régime' was based upon and it fostered absolute submission to authority and all authority was fortified by the strongest religious sanctions. Men of the passive races wish to be governed well. Those of

the active races wish to take part in their own government and in the government of others. From the time of King John to the present, part in the government of England has been reluctantly yielded from time to time to the demands of ever-increasing sections of the population. Kan-ikeaouli, the third of the Kamehameha dynasty, gave to the people of Hawaii, without coercion and without demand or even desire on their part, practically all that the English people have won during all these centuries. The people sought no part in the government, and have never magnified their office as voters. They have been content with a government which fulfilled its purpose to their satisfaction, without question as to their importance or their rights in the matter of legislation or of administration. They have acquiesced in the enforcement of law by the regularly constituted authorities, even when they have considered rank injustice to have been done, trusting to the constituted courts of the country eventually to right the present wrongs. They have never attempted to force the hand of justice. That species of anarchy facetiously called lynch law has never been, even temporarily, the law of the land among the Hawaiians; but it develops as an extreme manifestation of active tendencies. Such are some of the more notable race characteristics of these two elements of the population of Hawaii. The problem of adjusting these two elements to each other, under a common civilization, is a part of the problem in which the schools of Hawaii must act. The adjustment of cognate races and the assimilation of relatively small, incongruous elements, is a comparatively simple matter. But here we have two elements of most diverse character in almost equal numbers, and our problem is still further complicated by a still larger Asiatic element, not closely allied with either of these which cannot be and ought not to be united with the other elements of our population to form a common people. It involves at least two races of men in nearly equal numbers, living side by side within our narrow boundaries without uniting.

In some respects ours is the problem with which our brethren of the South have been struggling with so much of courage and so little of success."—*Henry G. Townsend, Inspector-General of Schools in Hawaii.*

**A Civilization of Unselfishness  
to be Founded by the  
Universally Selfish.**

"THE educated Irishman of to-day is more Irish in everything else than in language. He may not be able to speak the Celtic tongue, but he thinks and feels and acts as an Irishman. French blood is recognized by the Gallic temperament in Americans of French descent long after the last trace of the foreign tongue has been lost. The despotisms of Europe reason but superficially when they attempt to crush the Polish spirit by crushing the Polish speech. Although English education for Hawaii has everything in its favor, and is an absolute necessity, it offers but a small part of the solution of this great problem. Polynesians and Asiatics cannot be made to think and feel as Anglo-Saxons by the simple process of teaching them the English language or by any other process which does not involve evolution through generations. It will be a long time before we have a homogeneous people, even in the sense that the cognate races become homogeneous in the ordinary American community. Yet in the meantime we must live together.

"What, then, is this great race problem in Hawaii? It is this: To develop a truly Christian civilization, a civilization which, like the love of Christ, is broad enough to embrace all peoples—so broad that all the races may find prosperity under its benign sway. Our Hawaiian civilization should be based upon broad charity and universal good will. The civilization which the active race has developed and in which it has been trained, based upon an assumption of universal selfishness, has precipitated a struggle in which the passive race is at a great disadvantage. It is a melancholy fact that the influence of the white man and his civilization in contact with aboriginal races is generally the

influence of the fabled upas tree. From the time of the ancient Hebrews, who shut out from the blessings of their civilization practically all other peoples, down to the time of the Americans, who have not yet developed a civilization sufficiently broad and sufficiently Christian to bless the white man and the red, comes the same monotonous story. Hawaii's problem is the world's problem—and its solution is pressing upon her most urgently. She has these three races, no one of which should be withered beneath a hostile civilization. This is especially true of the sons of the soil. If the worst comes the Japanese can return to Japan and the Chinese to China—but where shall the Hawaiians go? Here they were born and here they will die. They call for more than toleration. Who are we that we should tolerate this remnant of the people to whom God gave those fair isles fresh from his creative hand, and who for nearly fifty generations have known no other home? They are now Americans in spite of themselves, and for these reasons their silent appeal to their neighbors of the active race is especially strong.

"It may be well for the exigencies of oratory to say that we can bless any people on earth by extending our institutions over them; but the man who makes such a boast leaves a suspicion that he is better at getting votes than at interpreting history. The case of 'poor Lo' should serve as a warning against believing anything of the kind."—*Ibid.*

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The question of expansion or non-expansion does not lie within the province of this magazine, but can any thoughtful person, knowing the dissatisfaction with American rule that already exists in the West Indies, read the above without asking himself how many more islands with a mixed population of black, yellow and white races the United States can acquire without prospect of perpetual warfare?—[ EDITOR.]

**Art in the Public Schools.** "A 'CULTIVATED' person is one who is not only learned, but whose learning is touched with a certain fineness of quality which renders it peculiarly significant and human. In the sense of the beautiful, and whatever gives it strength and clearness, there is a subtle and pervasive sort of culture which goes with its possessor wherever he may go; it pervades and invigorates and vitalizes a man's thought, whatever it be that he thinks about. We can have no patience with an education which merely affects a man piecemeal. We are constrained to seek after those things in education which are far-reaching, universal, recreating.

"The current demand for artistic elements in the instruction of the schools is not, then, simply a demand for one thing more in a crowded curriculum. It seeks rather for the due recognition of a universal aspect of education. It looks to the attainment of a finer temper of the whole spirit of man.

"Humor is the great æsthetic possession of the multitude. With all of its vulgar manifestations, we cannot deny that it is a kind of saving salt in every-day life. The school will do a noble service if it teach the children to enjoy the laugh of refined appreciation.

"There has been a marked tendency in recent thought to get nearer to the heart of moral character, to judge it somewhat less by outward and conventional signs. At the same time our painters and sculptors have been showing us the beauty hidden in the common things of nature and human life. We have learned to turn away from pink Venuses and pretty Cupids to find a deeper pleasure in studies of sand dunes and fishermen and laborers in the field. So our ideas of beauty and of righteousness, by getting deeper, are getting nearer together. These are changes of vast significance in the history of human culture. We are slowly working toward a true appreciation of the 'beauty of holiness,' and this, I take it, is the ultimate ob-

ject of all æsthetic culture."—*Dr. E. E. Brown, University of California.*

"THIS culture of taste should go still further and include exercises in deciding æsthetic questions arising in everyday life, such as the selection of wall-paper, carpets, furniture, of color combinations for the exterior of houses, colors for clothing, and the thousand and one questions which must be decided by everyone."—*Miss Josephine Green, Plattsburg, N. Y.*

MISS GRATIA RICE, state director of drawing in New York, said a very sensible thing in regard to the special teaching so popular nowadays. But even good sense must be taken with discretion. There are more teachers and pupils who are lacking in aesthetics than there are who have an overdose:

"An appreciation of art is gained through the study of good productions rather than in making designs. Standard basis for any work should be gained when and wherever possible.

"The weaving of fancy and theory to the detriment of practical things in the public schools is growing to an alarming degree. If something must be sacrificed, let the sacrifice of theory and fancy come to pass. The original purpose of public-school work is lost sight of somewhat in the strife to force what is known as æsthetics."

*Manual Training.*

"MANUAL training is recognized as a fifth branch of study, which, if properly adapted to the teaching of the other four great branches, language, science, history and mathematics, is destined to become one of the greatest educational factors in correlating all lines of school work. To this end we advocate the training of the bodily powers as well as the mental; not only that the student may have the opportunity to do some-

thing better, but that he may thereby think something better.

"The time has come when intelligent hand-work is recognized as contributing to moral and intellectual development as fully as the older plan of studying books."—*James E. Addicott, San Jose, Cal.*

ENGLISH should be given a prominent position in all secondary schools and pursued, whether as a preparation for college or not, four periods a week for four years. The mechanism of the language should not be neglected; its literature should be a constant study; there should be much practice in writing, and a taste for the best reading should be inculcated by a wise selection of books graded and classified with the utmost care. In every school there should be a reference library, supplemental to the texts in the program of studies, and in addition a small, well-selected, thoroughly graded miscellaneous library of the choicest literature, secured in duplicate. Five copies each of 200 such books are better than a thousand books, one copy each, carelessly selected. It is not the quantity but the quality of books that makes a good library.—*From the Report of the Committee on College Entrance Requirements.*

PROF. ELMER E. BROWN of Berkeley on "Naughty Children": "Whether a child is really naughty or not, in any given instance, depends on the point of view. The most of us can remember times when we were called naughty by censorious elders, although to ourselves we were nothing of the sort. If our command of language had been equal to the tumult of our feelings we would have said that we were deeply injured; we were engaged in the endless battle for human rights and our elders were arrayed against us. Our goodness and badness arise out of our relations with other persons. The type of all badness is selfishness. Badness is essentially the exalting of the lesser above the greater; the preferring of the immediate interests

of the one or the few to the permanent good of all. The view of little children is not only narrow, but fragmentary and perpetually shifting. The problem of the teacher at this point is the problem of leading the child out into the larger view, while the chief difficulty which presents itself is that of coming down to a sympathetic recognition of his present limitations without cheating him of his right to training for higher things."

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**The School Is Not a Home.** THE school stands, in a sense, midway between the home and the state. The child, to be sure, is at the same time a member of the school, the state and the family. But the day that he first goes to school he takes his first great step from a life in which his home is all in all toward a larger life in which the complex relations which we call the state will become real and significant for him. It is a great mistake to suppose that any school should be 'just like home.' It discharges its functions only in being unlike a home.

"The difficulty of this transition brings into sharp relief all of the defects of early training in the home. Sound moral training shows itself, too, in various ways. One of the evidences of such soundness appears in a kind of moral plasticity. Most children come up to school age without any single overmastering interest. They like good things to eat, like to see new and strange sights, like to hear wonderful stories, like to use their limbs in all sorts of free play, like to make things or unmake things, like to play with other children, like to be praised. But each of these likings is kept from becoming inordinate by other counterbalancing likings which are growing up with it.

"Obedience should be required in the kindergarten. In all of the other institutional relations into which they enter in life, the children will find laws which they are to obey, and compulsion in some sort or other to insure obedience. If the kindergarten does not have this element, it does not

prepare for the real world of institutions into which these same children are to grow."

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**There Is Always Something Back of Naughtiness.** "IT is always in place to caution teachers against assuming that a given appearance is naughtiness without stopping to see what has caused it. Those who work in charity kindergartens well know what strange conditions may be at the bottom of even a five-year-old's seeming perversity. Lack of food, lack of sleep, whisky, vicious surroundings at home as well as on the streets, the lack of common cleanliness, and a hundred other things are all too common discoveries which reward their inquiry. When children come from homes of the well-to-do, different causes are found to be at work; causes sometimes quite as productive of naughtiness as those noted above. In fact, the school has much to do in correcting, unobtrusively, the mistakes of home-training. We should add, in all humility, that there are homes in which much is done to correct the errors of school-training.

"It is safe to assume that no child is distinctly and finally naughty. He may be guilty of naughtiness, but you cannot read his character from single acts. Children do many naughty deeds which have only an imperfect, embryonic connection with the rest of their embryonic natures. Above all, in what you say to a child, and in what you say to others about him, distinguish sharply between condemning his naughty acts and calling him a naughty child."

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**Encouraging Words.** THE MONTHLY has been on file in our office since its first publication, and in some unexplainable way we feel that it has become a part of our work, as we trust its best parts may become a part of us.—*Principal of the Muskegon, Mich., School.*

*Work of the Cuban  
Educational Association.*

CUBAN boys are bright, ambitious, malleable, winsome, and worthy of the best work of the American educator. The parents and guardians of these boys are more than grateful because the way has been opened for them to come to the United States and complete their education. Many of these people are willing to mortgage their futures that their boys may become beneficiaries in our educational institutions, knowing that such tuition will aid in the development of the boys and set them thinking how best to advance the interests of their own country.

We already have young men at schools in New Hampshire, Vermont, Connecticut, Rhode Island, New York, New Jersey, Pennsylvania, Maryland, Virginia, West Virginia, Alabama, Ohio and Michigan, and we expect before the new year arrives to have students in each state in the Union.—From “*The Cuban Educational Association of the United States*,” by Gilbert K. Harroun, in the *American Monthly Review of Reviews* for September.



IT IS with deep regret that the MONTHLY chronicles the death of Prof. Louis H. Galbreath, which occurred in Buffalo August 14. Prof. Galbreath had accepted a chair in the Charleston, Ill., Normal, and was about to move his family to that city. The Charleston *Plaindealer* says of him:

“As a husband, father, brother, teacher, friend, Louis Galbreath leaves a place that cannot be filled. Next to President Lord he was regarded as the strongest member of the Normal faculty. His personality was strong, his ability great, his devotion to his profession untiring.”



*Scientific  
Pedagogy.*

RIGIDITY of method is the one great danger in what may otherwise be a well managed system of public education. The danger is inseparable from the size of the system and the graded prin-

ciple. Refinement and perfection of machinery do not lessen it. It inheres in the very sweep and compulsion of the routine. Organization tends to become in itself a dominating aim, bending teacher and pupil to its classifications and procedure, and leaving the finer results, corresponding to individuality and progressive ways, to go by the board.

There is but one corrective for this tendency, and that is constant experimentation, by which methods are checked up and revalued. Fixity of processes belongs properly to no department of human effort, and least of all to education. Its perpetual readaptation should epitomize the entire circle of ceaseless social changes, and its method of keeping thus up to date must be that of constant scientific test and exploration. Thus, and thus only, may mechanical uniformity and crudeness in a graded system be checked.

The decision of the School board, therefore, to establish a bureau of scientific pedagogy and Child-Study is to be commended. The object of this bureau, as of any scientific effort, will be to promote a closer adjustment of educational methods to the actual conditions of children. For example, it is not infrequent that a child is considered dull, when, in fact, he is merely suffering from defective sight or hearing. The physical conditions of children require more expert attention than they have received. Then the diversity of physical, mental and moral capacity found among children —aggravated as it is in Chicago by diversity of nationality —the problem of delinquents, the proper succession of studies corresponding to age, and the wisest division between manual and strictly mental activity, are questions of the utmost importance, which are never settled once for all, but require constant revision on the basis of scientific research. If a school system foregoes such research, or leaves it to the chances of private effort, it confesses indifference or incapacity. On the other hand, to take it up and carry it through with proper attention will react in a stimulating manner upon the whole tone of school administration.

The objection that money should not be diverted to ad-

vanced inquiry while retrenchment has to be applied to established departments is one which, if heeded, might always block progress. In this case it only emphasizes the duty of the board to address itself in some adequate manner to the whole financial question.

Moreover the bureau must not be embarrassed by hasty demands for "results." Scientific inquiry must be patient and must be cautious in new conclusions. Finally, it is of the utmost importance that this effort should not be in the best hands, but that counsel should be taken not alone from those in the public school system, but also from those at the Chicago University and elsewhere who already possess scientific knowledge and results in pedagogy.—*Chicago Tribune.*



#### RETURNING LIKE FOR LIKE.

Little Elmer had obtained the desired result with his nurse by saying "Mamma said you should," when in fact mamma said she should not.

In taking him to task for it, his mamma said: "When you told that naughty story God made a black mark right on your soul."

"How do you know He did, mamma? Did you see Him?" asked the child, perhaps having some vague suspicion that his mother also was trying to obtain the desired result by saying what she could not prove.

But the thought of the black mark troubled him. Next day he said: "If God did put a black mark on my soul, I hate Him."

His mother told him if he was sorry and would ask God to forgive him He would remove the spot.

Afterward he asked: "Do you think He really will take off the spot?"

"Yes, if you are sorry."

"Well, if He will, I'll like Him again; and I'll make Him a beautiful string of beads."

## THE TEACHER'S CALL.

Give of your garnered treasure  
 Ever with willing heart,  
 Never the stinted measure,  
 Never the needless part.  
 Look for the cause that calls you  
 Ready to help as you may,—  
 Most to the little children  
 Give of yourself to-day.

Give of your own life's sunshine  
 And, to the sad, your tears,  
 Hope to the heart that falters,  
 Courage to him who fears.  
 Be to the sightless, vision;  
 Strength to the weak alway;  
 But to the little children  
 Your spirit's best to-day.

Train little feet for walking  
 Far from forbidden way;  
 Train little hands for labors  
 Of love from day to day.  
 Train little hearts for blooming  
 Sweet in their early youth;  
 Teach little lips to utter  
 All fearlessly the truth.

Scatter the good you've gathered—  
 If need be, the all you glean;  
 Work as a faithful steward  
 Of the lowly Nazarene.  
 Tend'rest was He, of teachers,—  
 Shepherd of sheep astray—  
 Fold them, His flock, securely,  
 Carry the lambs alway.

—Martha A. Seiders.

*Muskegon, Mich.*

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It is said that the study of German is increasing in France, while the study of English is on the decline. In the Ecole des Sciences Politiques, in Paris, where diplomats are trained, many more study German than English.

## CRADLE SONG.

## I.

Sleep, little warrior, on the tented field,  
Against my heart, thy willing battle shield.  
My mother thoughts stand guard about,  
Faithful to listen, while I sleep,  
Lest any stranger foot seek out  
The tent the Captain bade me keep.  
To-morrow, in the battle, will there follow thee—  
Noiselessly come and go with word for me.

## II.

These never-resting thoughts, whose eager feet  
Shall bring to naught the ground between us, Sweet.  
And if, some hour, they find me not,  
And, homeless, turn to thee again,  
Dear, let them sleep, wrapped in our love,  
While Faith stands silent guardsman, then.  
His banner, over thee, is love—did I not know,  
My babe, my babe, how could I let thee go?

## III.

This is the land of stainless skies,  
Mother and babe, and shading trees,  
Upon whose branches fall and rise  
The snowy banner-folds of peace.  
Far to the east, the battle lingers still.  
Soon shall I see, rose-red, on yonder hill,  
The light of burning cities—then will I  
Arm my brave soldier-lad, and kiss my child good-bye.

## IV.

Yesterday, in those eyes of thine  
I saw the torch, which soon shall turn  
This fair dream-land, my babe's and mine,  
To ashes. Let the old tent burn!  
But mother-love, dear heart, shall be set free,  
Unto the gates of peace to follow thee.

—Morgan Groth.



"The school should give the child resources which may restrain him later in life from idleness, corner-loafing, sensuality and gossip."—*Supt. C. N. Kendall, New Haven.*

A young woman who patronizes the free library at San Jose was anxious to read Hopkinson Smith's "Tom Grogan," but whenever she called for it the book was invariably "out." She begged them that the librarian would notify her by telephone as soon as the book came in, so that she could come at once and get it. The book was returned next day, and the librarian telephoned. It was the girl's father who answered. "Tom Grogan!" he shouted, indignantly. "So Tom Grogan wants my daughter to come up after him. Look here, you tell that young man from me, if he wants to see my daughter he had better come here and do it."—*San Francisco Wave.*



Probably no American preacher has had his sermons more faithfully reported and more widely published than Dr. DeWitt Talmage, who has recently left his Washington pastorate to devote his whole time to writing and lecturing. Dr. Talmage believes the press is mightier than the pulpit, and is a most congenial companion when among newspaper men.

"Many years ago, when my sermons first attracted the attention of city editors," said Dr. Talmage in a recent conversation, "you reporters used to make me fume and fret, but since I have come to know you better I have transferred much of my wrath to your adversary, the compositor. My eyes were opened when, after annoying blunders in print, I determined to report my own sermons for a certain New York morning paper. It chanced that the first time I reported myself I was preaching a sermon on the Penitential Psalms, in which sermon I said with emphasis:

"' You will notice that in these verses the name of God does not appear once. Is not this significant?'"

"Calm and confident that this time the sense of my sermon would not be distorted by careless reporting, I picked up the paper on Monday morning and read:

"' You will notice that in these verses the name of God does not appear once. Is not this magnificent?'"

## WORKINGS OF THE CHILD-MIND.

A little girl of nine was asked to name the races of mankind. This was her answer: "Chinese, Indians and Brownies."

Anna, aged six, had pneumonia twice last winter. The last time, everybody had lost hopes of her recovery. Her Cousin May came to visit her one day when she was a little better. Little Anna held up her little chapped hands to May and said: "See, May, my hands are so rusty!"

Frank, who read well in the second reader, was looking at the picture of Washington. He noticed the hair of Washington which stood out from the head, and said to another little man near by: "Tommy, George Washington has got on his night-cap."—O. H. Bauer.

YORKVILLE, ILL., APRIL 16, 1899.

### EDITOR OF CHILD-STUDY MONTHLY:

Little Glenn, five years of age, seems to have very practical ideas of the power of the Creator. While riding through the woods some time ago he saw a tree broken off about four feet from the ground. He turned to those riding with him and said: "God will have to fix that tree up again." While lying down one day, he was tracing, with the fingers of one hand in and out between the fingers of the other and, turning to his mother, said: "Mamma, did God make my hands?"

"Yes, dear," she answered.

"What did he do with the pieces?"

He had evidently been watching his mother cutting out garments and, perhaps, had the pieces to play with.

When old enough to admire and talk about the moon he

saw it when it was waning. He turned quickly to his father and said: "Moon b'oke, papa, fix it?"

The same little one most uncomplimentarily said to his mother the other day: "Mamma, G'enn loves you, but you ain't pretty."—*Mrs. Herbert Bassett.*

## \* \*

## MARY ANN.

Mary Ann is six years old. Aristocratic mammas with whose children she goes to school, have been known to refer to her as "that little greaser."

Perhaps her appearance justifies this unsympathetic title. As seen on the street, from the windows of her critics, who have had no nearer view, her scant calico skirt just clearing the ground, her hands covered by long sleeves, and her face concealed under a limp and shapeless sunbonnet, Mary Ann is surely not prepossessing.

To her teacher, whom she approaches with noiseless step, voice softened to a whisper, and laugh hushed to a smile, she seems to be clothed in a mantle of silence which is singularly becoming to the night of her hair and eyes.

Then, when the radiant smile fades out with an almost inaudible sigh of content, and the little face is turned away, revealing the soft curves of the profile, while the tiny hands with their slim, tapering fingers reach for some coveted book, the teacher has a picture that is as full of haunting beauty as a poem.

Mary Ann herself is one of Nature's poems, bound in silence and clasped in mystery. Covered with calico and entitled Mary Ann, the little volume will find few readers, but they will rise from oft-repeated perusals, with hearts refreshed and purified and with glad hands outstretched to waiting, trusting childhood.—*Lola A. Balis.*

*East San Jose, Cal.*

## AMONG THE MAGAZINES.

The *On Timer's Tribe Monthly* is the name of a little magazine published in Denver and "devoted exclusively to the rare virtue of punctuality."

THE PLAN: A SIMPLE PLEDGE AND SILVER PIN.—PLEDGE: In signing this pledge I hereby become an "On Timer," agree to wear the O. T. badge and to meet all my engagements, sacred and secular, "on time," unless unavoidably hindered.

No..... Date.....

Signed.....

This basis of a pledge and badge has been well tried in W. C. T. U. and Y. P. S. C. E. organizations. It works. The very best people of the nation are indorsing the Tribe. Send 10 cents for pledge and silver pin or \$1 for pledge and gold pin. Address "On Timer's Tribe, 15 Twenty-third avenue, Denver, Colo."



*The Club Woman's Magazine* made its bow to the public in June. It is devoted to history, art, education, literature, music, travel, philanthropy and the home and is edited by Ada Brown Talbot. Vol. I, No. 1, contains portraits of Mrs. Lowe, the national president; Mrs. Sewall, the international council president, and several of the state presidents. It is published at 156 Fifth avenue, New York.



EDUCATION FOR THE SOUTHERN WHITES.—I shall not stultify myself by any fresh argument in favor of negro education, but I must be pardoned for emphasizing the fact that there is greater need for the education of the other race. It is hopeless to think of the small number of educated negroes protecting themselves against wrongs unless there be men and women, cultured, courageous, broad-minded, to correct, elevate and lead public opinion.—From "Education in the Southern States," by J. L. M. Curry, in the American Monthly Review of Reviews for August.



The Helman-Taylor Art Company, 257 Fifth avenue, New York, is publishing a complete school-room decora-

tion catalogue. The advance sheets give some idea of the value of this work. The chronological list and pronouncing glossary, the set of drawings from the old masters for drawing-teachers, the decoration notes and the sizes and prices of each picture, the artists' names, dates and where their principal works are now hung, make it a very valuable reference book for all interested in art and art decoration. The catalogue will be printed on the best of paper, contain over 200 pages of printed matter, and to advance subscribers they will give 100 half-tone pictures similar to the advance cut. The advance subscription to this catalogue is \$1, postpaid, and to advance subscribers they include 100 half-tones like sample copy. After publication the price of the catalogue alone will be \$1.

\* \* \*

**Who's Who in America?**—The A. N. Marquis Company of Chicago has published a volume under the above title which aims to give a brief biography of *living* men and women "who are making the history of the nation, its states and its municipalities, who are creating American literature, educating the youth of the country, leading in its religious, scientific, commercial, social, military, naval, productive and artistic activities, who are in the departments most representative of American progress and who are the people of whom average American men and women desire to know most." Other compilations of this kind deal with those who belong to the past rather than those who belong to the present and future. In making this a book of the living for the living the publishers may justly claim for it "the distinction of being something new in American book-making."

\* \* \*

The old gentleman who runs the second-hand book store near the Capitol is ready of wit and quick of tongue. No one knows this better than Thomas B. Reed. One day last spring Mr. Reed passed the book store in a driving rain. The eccentric owner of the place sat in the doorway calmly smoking his pipe, while the volumes were being soaked.

"Don't you know that your books are getting wet?" asked the speaker, with friendly interest.

"Oh, they'll be dry enough when it comes to readin' 'em," came the philosophic reply.—*Washington Post*.

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OCTOBER, 1899  
Vol. V No. 4

Edited by  
William O. Krohn  
Alfred Bayliss



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# The Child-Study Monthly

*A Magazine devoted to Child-Study, especially in those departments that have direct bearing upon the practical problems contained in the education of the child.*

**MONTHLY, EXCEPT JULY AND AUGUST.**

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# The Child-Study Monthly

EDITED BY

WILLIAM O. KROHN AND ALFRED BAYLISS.

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No. 4

## PRACTICAL CHILD-STUDY IN THE CHICAGO SCHOOLS.

DURING the past year there has been initiated in the Chicago schools a line of research and study that is unique in its origin and bound to be epoch-making in its results as well as far-reaching in its influence. We refer to the department of Child-Study so recently created by favorable action of the board. The very uniqueness of this enterprise lies in the fact that the initiative was taken by the board itself and, on finding such excellent results of the preliminary work carried on last spring, it has established a department of Child-Study co-ordinate with such departments as physical training. And this in the day and age in which we hear so much about the need of "educational experts" to take the place of the school boards of the people! Without waiting for recommendations or resolutions from any educational body on earth the Chicago Board of Education has carried on investigations in scientific pedagogy that have already yielded promising results. It is extremely gratifying to find the school board of so large a city as Chicago interest itself in these problems, but it is only another indication that the present board has in mind and on its heart the welfare of the children of the Chicago schools. A very interesting chapter in President Harris' forthcoming report will be the appended report of Dr. W. S. Christopher, comprising, as it does, a very interesting account of the researches so auspiciously begun and so

admirably carried out during a portion of the last school year.

Dr. Christopher's report brings out among other things the following very interesting facts:

The tests covered the characteristics of 1,400 children, being all of the children in the Alcott School and a number in the Thomas Hoyne School. The actual work was done by Prof. F. W. Smedley, who has pursued special work in the subject under Dr. John Dewey of the University of Chicago, and C. Victor Campbell, principal of one of the evening schools. Both of these men hold principals' certificates and are actively engaged in teaching. The work was done under the general direction of Dr. Christopher. The report contains about 3,000 words, besides numerous charts of special interest. It is not assumed that any positive facts have been established as a result of the investigation. The small scope of the work precludes this. The work, so far as it goes, has been done carefully and scientifically, and there are sufficient indications to suggest that the line of work pursued has been indeed valuable, and that truths important to the science of Child-Study and modern pedagogy will be brought out in the more extensive investigations of the present year under the same skillful direction. On the basis of 10,000 children, it is believed the data will be of sufficient importance to pronounce such findings, as brought out in Dr. Christopher's admirable report, to be positive scientific facts.

The appended outline best presents the points of measurement and observation on each child:

Name..... Sex.....  
School..... Grade.....  
Teacher .....

---

Birthday—Year..... Month..... Day.....  
Age—Years..... Months ..... Days.....

School Standing.....	
Attention.....	
Memory .....	
Grasp of Work.....	
Best work is in .....	
Deportment .....	
<hr/>	
Date.....	
Height with shoes .....	
Height of heel.....	
Net height.....	
Height sitting.....	
Weight with clothes .....	
Weight of clothing, est.....	
Net weight, est.....	
Ergograph—Hour .....	
Weight used.....	
Centimeters traveled .....	
Work—Centm. grams.....	
Fatigue commences—sec.....	
Duration of work.....	
Dynamometer, R.....	
do      L .....	
Lung capacity.....	
Audiometer, R.....	
do      L .....	

The instruments used in the physical tests comprised the stadiometer (the Bertillon form) for height; an especially graded Fairbanks bathroom scale for weight; a hand dynamometer for strength of grip; a modification of Mosso's ergograph for fatigue; a spirometer for vital capacity and an audiometer for hearing. The audiometer is the invention of Dr. C. E. Seashore, formerly of the Yale psychological laboratory and now of Iowa State University. The instrument is of great accuracy, giving absolute and positive comparisons of the hearing capacities of the two ears on an arbitrary scale of from 1 to 46, of which 11 is normal. The graduations are such that less than 11 indicates hyperacute hearing and above that number indicates a blunted sense of hearing.

The ergograph modified and improved for its especial use in the Chicago schools by Professor Smedley, records the pupil's strength, endurance and liability to fatigue. By means of this instrument the pupil is enabled to raise 7 per cent of his own weight 45 times in 90 seconds. Some of the results achieved by means of this instrument as bearing on the subject of daily rhythm are the following:

1. The *extremes* of endurance and fatigue are found to be greater in the morning than in the afternoon.
2. A higher grade of power is found in the morning session in children attending two sessions daily.
3. While endurance is not so great in the afternoon, it is better sustained than in the morning.

Again it was found that there is quite a marked divergence between the two sexes with respect to increase in strength and endurance. The following results of these investigations, showing in percent the relation of girls' endurance to that of boys of each year of age, are indeed interesting:

Age.	Percentage Girls' Endurance to that of Boys.
6	79
7	87
8	84
9	90
10	76
11	83
12	74
13	81
14	75
15	75
16	68

Average endurance of girls to  
that of boys is 79 percent.

There is in this at least an intimation that the question of coeducation of the sexes, especially in the upper grammar grades, should be carefully considered.

The tests of the vital capacity of pupils also show that although the capacity of the sexes is practically equal at the age of five years, there is a tendency to separate at the ninth and tenth years. In the strength of the grip the same divergence is shown. After the age of fourteen years the

difference between the right and left hand becomes exaggerated in both boys and girls, and after that age children become more positively right-handed. The strength of boys and girls, although on an equality at the age of four years, becomes widely separated at the age of sixteen.

The physical peculiarities of all children of eleven years of age in the Alcott School were especially considered. This age was taken because it was concluded that all school children of this age should be found within the first eight grades. The children of this age in the Alcott School were found distributed from the second to the seventh grades, both inclusive. Marked physical differences were found between the children of eleven years of age of the different grades. Considered with reference to height, it was found that the mean height of the children of this age in each grade was greater than that of the children of the same age in the preceding grade. In other words, an eleven-year-old child in an upper grade was generally taller than an eleven-year-old child in a lower grade. Inasmuch as the grading of the children may be assumed to be a fair exposition of their intellectual capacity, it follows that the greater the height of the child the greater is its intellectual capacity, other things being equal.

There was also considered with reference to these same children their weights as they appeared in the different grades, their endurance as shown by the ergograph, their strength as shown by the dynamometer, and their vital capacity as shown by the spirometer, and in each case the children of the upper grades showed greater physical capacity than the children of the lower grades of the same age. These facts indicate that, generally speaking, there is a physical basis for intellectual capacity.

These results are in this regard corroborative of those achieved in St. Louis by Dr. W. Townsend Porter in his investigations upon 30,000 children.

They likewise indicate the possible desirability of taking into consideration the physical characteristics of pupils in

grading them, instead of, as now, the intellectual capacity only. Of course it is well recognized that certain brilliant pupils may be below the average in all physical qualifications. These children are, however, clearly exceptions. Further investigation is necessary to determine their status.

In the observations on the height of pupils, the need of adjustable desks is determined from the showing that the tallest pupil in the first grade in the Alcott school was of the same height as the shortest pupil in the eighth grade.

In the difference in weight of pupils in the same class it is shown that the greatest variation exists among the pupils of the highest grades.

The results of the tests with the dynamometer and spirometer indicate that more latitude should be allowed individual pupils, especially in the upper grades. There is such a variation in the size and strength of pupils in the upper grades that the general conclusion is reached that the same exercises in physical culture should not be given to all the pupils in the same grade, but that a new classification of pupils for work in this department should be adopted.

The ergograph tests reveal some indications that it would be better to restrict the pupils of the lowest grades to half-day sessions, but this phase of the subject has been so lightly touched upon that no assertion of a positive nature is offered. If a more thorough investigation of the tendency demonstrates a fact in accordance with the apparent indications, the result would be a husbanding of the resources of children and a great reduction in the expenses of the school system.

Some observations were made on the study of the children of an ungraded room. These pupils are placed in the room because of dullness or tendency to disturb the work of the regular class due to various causes. In all of the tests it is shown the pupils of the room are physically below the normal of the school.

While many interesting deductions might be made, Dr. Christopher deems it best to make the following conclu-

sions, all of which are certainly justified by the observations:  
1.—There is in general a distinct relationship in children between their physical condition and intellectual capacity, the latter varying directly as the former. 2.—There are certain anthropometrical investigations which warrant a careful study of the subject of coeducation in the upper grammar grades. 3.—It is evident that the endurance of boys is greater than that of girls at all ages, but the difference seems to steadily increase after the age of nine. 4.—The classes in physical culture should be graded on a physical instead of an intellectual basis. 5.—Physical conditions should certainly be made a factor in grading for school work, and especially at entrance into the first grade. 6.—The great extremes in the physical condition of pupils in the upper grammar grades make it exceedingly desirable to introduce greater elasticity into the work of these grades.

The Chicago Board of Education is to be congratulated on the advanced ground it has taken in establishing such a department, the wisdom of which is more than evidenced in the masterly report of Dr. Christopher which, as stated above, will be embodied in annual report of the board.



Bessie having been punished for misbehavior, slunk to the other end of the room crying. When her sobs had subsided, her mother turned to view her repentance, but found her engaged making faces at her. "Why, Bessie," said her mother, "how can you do so?" "Oh, mamma," answered the girl, quickly, "I was trying to smile at you but my face slipped."



The equilibrium between brain and handwork must be maintained, or the individual will suffer. If he is wholly occupied with brainwork the hand will suffer; if he is wholly occupied with handwork his mind is dwarfed.—*Frances E. Willard.*

## DECREASED ATTENDANCE OF BOYS IN CHICAGO HIGH SCHOOLS.

**A**NALYSIS of the enrollment returns of pupils entering the Chicago high schools as the commencement of the current school year reveals the fact that there are about three girls to one boy, some schools even exceeding this proportion. In the grades below the high school, the sexes maintain almost exactly even numbers, the decrease in attendance of boys first manifesting itself in a marked manner in the first year in the high school. The falling off is from that time on progressive, reaching its maximum the last year of the high-school course, when the classes contain about seven girls to one boy.

The daily press of Chicago in various comments on these striking facts seems to attribute the withdrawal of boys from the high school to their commercialism or to the desire or necessity of becoming wage-earners. One of the leading papers, in voicing this opinion, says: "After the age of 14, which is about the average period of graduation from the grammar school, the boy is in many cases withdrawn from further schooling and begins his battle with the business world, while the girl is allowed to continue her education."

This is true only in a limited sense. Rather is the withdrawal of the boy at this age due to the marked changes that come with the onset of adolescence at the age of 14. The rapidly-growing, awkward boy becoming more self-conscious, approaching the period of storm and stress, with the marked physical revolution going on within his organism, accompanied as it is with serious mental modifications, is capable of being more and more misunderstood by the teacher and school thus becomes more and more irksome. The most critical period of school life in the boy occurs at the onset of pubescence at about the age of 14.

A passing word with respect to the growth of brain in the boy and girl respectively, would not be amiss in this

connection. At birth the boy's brain is larger than the girl's. The brain grows enormously during the first few months of life, and quite rapidly during the first few years. Upon reference to the tables published by Vierordt (*Archiv für Anatomie und Physiologie*, Band 1890), one will find that the brain of the boy increases so rapidly in weight that at 13 years of age it weighs about 1,465 grams; at 14 there is a sudden fall in brain weight, the average at that age being a little less than 1,300 grams. At 15 the brain more than recovers what it has lost, and attains a weight of about 1,500 grams. The weight of the brain of the male exceeds that of the female from birth on, with the exception of a few months near the age of 14; for at about the age of 14 the girl reaches her maximum brain weight just at the time that the boy's brain loses considerable weight due to the onset of pubescence, a large amount of blood being withdrawn from the brain to nourish the viscera and other organs during their rapid revolutionary changes at this period. The loss of brain weight in the girl occurs a couple of years earlier than in the boy. At the time the boy is at his worst (so far as brain weight is an indication), the girl is at her best. It is at this age that the overgrown or rapidly growing boy frequently drops out of school, and is outstripped in the routine of work by his more fortunate sister.

Now, what are some of the symptoms of *mental* disturbance at this time of life? One of the most annoying and perplexing of these mental disturbances is the one which assumes the form of exaggerated defiance of school authority, a like defiance of parental control, a morbid "self-will." Moral restraints, physical coercion, the assertion of rightful authority on the part of parent or teacher, the various punishments—all these are set at naught, and we hear it said of such children that "nothing can be done with them" during such attacks. They are the despair and distress, the great perpetual bugbear of parents, guardians, teachers and school-officers. They will not get up in the morning nor will they do any work, and, as Clouston states,

they will do daring acts of destruction—tear books, break furniture, threaten violence to themselves and others, contract debts for parent or guardian by purchasing all sorts of useless articles without any money to pay for them, or they leave home without any reason, take to purposeless deceit and lying, do scandalous things with bravado, and withal give the impression to others that they could help doing such things if they but wanted to do so.

Great anxiety would be saved to parents and teachers if these morbid characteristics of children in our homes and schools were regarded in the light of brain disturbances, when this is actually the case, and such children should be treated from the very first upon the basis of the principles laid down by the pathologist. The usual harsh treatment, the various punishments seldom, if ever, do any good in such cases and often do much harm. The best thing to do for such a child is to take him temporarily from school, sending him from home for a time into the country under kind and firm companionship and in some cases even with medical supervision.

To sum the whole problem, let me say that in all learning two equally essential features are involved: *Proper presentation of the material by the teacher, and proper attitude of mind on the part of the pupil.* Seldom, if ever, can the second feature be supplied by the boy or girl in the midst of the mental and physical evolutions and revolutions of pubescence. Need we proceed further into our subject in order to show that the development of the mental faculties during the years that usher in young manhood or womanhood are of the most universal and intense interest?

Now, what remedial agencies may be employed to overcome some of the more serious disadvantages of the pubescent stage—disadvantages that are peculiarly great in the case of the boy at this critical period? Three remedies have been suggested:

I. As proposed by Dr. Bayard Holmes of Chicago and others, there should be separation of boys and girls in the

public schools during the period of prepubertal acceleration, with male teachers for the boys, and female teachers for the girls. Earl Barnes has suggested that the difficulty which so many boys have with their teachers in the sixth and subsequent grades of the public school, is due to their unrecognized oncoming sexuality. The utter ignorance of the fact of the natural superiority of girls aged twelve to sixteen, both mentally and physically, over boys of the same age—ignorance manifested alike by parent and teacher—is almost criminal.

II. The boys and girls may remain side by side during their public-school life, but should have their latent mental energies appealed to quite differently. The peculiar aptitudes and defects of both boys and girls should be respectively recognized. For example, at the age of oncoming pubescence the average boy is not able to deal with detail. He cannot tell the date of battles, the number of men engaged, the number killed and wounded, while the girl of the same age (about fourteen) in the same history class will have a mania for such detail. These sexual peculiarities should be considered by the teacher in assigning work for study and in questioning during recitation.

III. Physical Exercise and Manual Training. Nothing is of so much avail in dealing with the average boy during his most critical period of school life as judicious physical exercise—physical culture in its true sense. The manual training department of our best schools is the safety valve for many a boy at this stage of school life and causes him to be tided over the critical period without perceptible harm. Manual training and athletics have saved many a boy to the high school until his course is creditably completed. The school of the future will give every encouragement to physical training under competent instructors. Both pupils and teachers need physical exercise as they need food; every artery should be filled with fresh blood, every muscle should be invigorated by means of the proper movements, every nerve and brain cell should be rejuvenated by means of healthful physical activity.

## THE TRUE TEACHER.

AT the October convocation of the University of Chicago the Rt. Rev. Bishop Spalding presented a word picture of the true teacher, which shows a marked advance in the conception of the teacher's function since the writer was a schoolboy, and even since he was a college freshman, and that was not so many years ago, either. In those days the function of the teacher could be defined as being to hear recitations by daylight and chase boys by moonlight. The function of the college teacher was to make rules; the function of the college student was to break rules. A large class of which the writer was a member at the noblest university in America, and one which rather prided itself on its democracy, was very much astonished one morning to hear the sage and grizzled professorial teacher at the opening of the lesson announce that he was very much annoyed at having his students speak to him on the campus and street, and hoped the practice would be abandoned. Can you wonder that his students felt very little in the way of inspiring touch of companionship under such a teacher, the well-springs of whose friendship were long ago exhausted, or as the waters of Marah of old?

We soon came to regard him a fossil worthy of a conspicuous place in the university museum with other distinguished trilobites, and it was asserted on the authority of a student in the front row of seats that when this learned professor once shook hands with a distinguished bishop his skin rattled like a newspaper—it was so dry.

With such a remembrance, how refreshing to hear Bishop Spalding's words, and as they were spoken there came the conviction that the creed voiced in these words was becoming more and more actualized in the life and work of the teachers of to-day. Said the good bishop:

"The true teacher is at once a leader, an inspirer and a healer. He is neither a slave of methods nor a victim of whims and hobbies. He knows that rules are but means,

and he does not enforce them as though they were ends. He is not a machine, but a living soul, obedient to the light of a cultivated intelligence and to the impulses of a generous heart. His task is as difficult as it is important, as full of trials and hardship for himself as it is of blessings for those whom he influences. Let him then be free, let him be trusted, let him be cheered in his work. To make him the slave of minute observances, the victim of a system of bureaucratic regulations, is to render it impossible that he should find joy and delight in his work, is to superinduce in him a servile disposition, is to degrade him to the level of a machine, is to make him unfit to mould and inspire freemen. If he is to train his pupils to a wise self-confidence, without which nothing great is ever achieved, he must not be made to feel that he himself is unworthy of confidence.

"To conclude, a university is not so much a place where all the faculties are represented, where all knowledge is imparted, where original research is prosecuted, where men are prepared for the various professions which minister to human needs, as a place where great minds and generous hearts and noble souls are gathered to bring their wisdom, their love and their faith to bear upon the young to develop and raise their whole being toward the ideal of right life, of perfect manhood."



"Tommy," said a father to his precocious five-year-old son and heir, "your mother tells me she gives you pennies to be good. Do you think that is right?" "Of course it is," replied Tommy. "You certainly don't want me to grow up and be good for nothing, do you?"



"What is the ninth commandment?" asked the Sunday-school teacher of a small pupil. "Thou shalt not bear false witness against thy neighbor," was the reply. "What is meant by bearing false witness against our neighbor?" queried the teacher. "It's when nobody does anything and somebody goes and tells it," answered the little fellow.

## TWO MISTAKES.

THE development of the ordinary child is so constantly interfered with, so constantly deterred that the poor little being can but grow into the half-civilized, half-educated barbarian which the most of us resemble. He is so meddled with, so mismanaged, so unwisely dealt with, that he loses all semblance of the innocent white soul he represented when he came into the world; and often, by the time he has received only three or four years of this sort of treatment, he is so absolutely rooted in wrong living that he can never, even by the strictest care, be entirely a free agent, entirely able to will to do right under all conditions, and to follow this willing to a life of true nobility.

As an instance of this ordinary mismanagement, Jamie, a boy of four summers, furnishes a normal illustration.

This small boy gets down in the dirt to dig wells, build bridges, make streams, to exercise the mind within him which must be thus exercised else remain in unprofiting stagnation, when his mother says to him: "James, James, come here this minute! You are getting your hands and trousers all dirty, you naughty boy!"

He runs after a toad, catches it and, in his wonder and interest at the active, moving, living plaything, brings it and deposits it in his mother's lap as some precious gift. She says: "Ugh, the horrid thing! Take it away quick and don't ever touch one again!" Or when he squirms with delight at the discovery of a beautiful brown caterpillar crossing his playground, she shows in face and voice and gesture her intense disgust and aversion to this simple bit of living matter.

Whatever the boy does, wherever he turns, he is met with a rebuff of some kind or other. When he comes into the house he is told to shut the door; when he goes out he is told to come back; when he runs he is told to walk; when he goes on an errand he is given a thousand admonitions and directions, thus proving conclusively to his unconscious mind that he is not to be trusted.

With the great mistakes which are made every moment in the upbringing of our little ones, is it not strange that there are not more, many times more criminals, law-breakers and indifferently bad men even than there are?

But there is a boy far different and far happier than this one just described. His type is represented by a little man of four named Albert. His father is a college professor and as such does not believe that any human being requires much training until he has become a freshman. His mother is of the kind described by the phrase "society woman" and as such has little time to devote to any human being until he has become at *least* a freshman.

So Albert finds himself so frequently in the way that he has taken it upon himself to get out of the way as often as possible; and as this happens every day and nearly all day long, Albert is gaining experiences much to be envied by the average small boy. He has totally lacked, most fortunately, what is usually described as "a mother's care," and so has learned to care for himself. He plays in the mud, in the water, in the sand, in the dirt to his heart's content; but he has learned that if he becomes very dirty he becomes very uncomfortable and, as there is no one to make him clean, he avoids getting dirtier than he can help. In other words, he does not try to soil his clothes and person just because he knows he will be told not to, as the other boy does. His parents simply will not be troubled with his vagaries and whims. He knows it and so they have no charm for him.

The one thing which he must avoid above all others, at the cost of very severe punishment, is the causing annoyance to other people; so he amuses himself in other ways contrary to the system employed by Jamie. He wishes to do something about which he is a little fearful; he asks his mother; she (and here she shows a wisdom which all guardians and parents might well emulate) tells him just what the consequences of this act will be and then leaves it with him as to whether he wishes to run the risk or not. For instance, he desires to go into the kitchen to fetch a forgot-

ten toy: "You may do so, Albert, if you wish; but I am sure the cook will not like it and she may scold you." Albert is very proud and his spirit is so deeply cut by censure of any kind that, fully appreciating the truth of his mother's statement, he waits until a more propitious moment presents itself and thus gains a victory in self-control impossible to Jamie. Albert grows in strength and power of mentality every day, while Jamie, were it not for the wonderful vivacity pertaining to all healthy childhood, would become a mental and moral wreck in the deepest sense.

But Albert's affections will never equal Jamie's and he will probably grow into a cold, unfeeling man, shunned by the world and blamed by the world which, unheeding the fact that "the greatest of these is charity," will make the usual mistake of placing the blame where it does not belong.

Jamie one day said to Albert: "Albert, I love you. Do you love me?" Albert, in the most matter-of-fact tone said: "Naw!" Jamie, in spite of Albert's coldness, constantly showers his caresses upon him and shows in every way his warm, tender affection, his power of loving.

At the same time, if Albert offends him he will not hesitate to pinch or kick or strike him with all his small might. He is totally unable to control himself in any particular, while Albert receives all such treatment stoically, never returning it unless there is some immediate advantage to be gained, but not hesitating to take the aggressive when there is such an event in view.

These two boys can be found everywhere; they are not unusual nor exceptional; they are so constantly before our eyes that they have become a matter of course and we have almost forgotten that it is our duty—whether or not we have any legal right—that it is the duty of all humanity to take the reins of moral control and hold them strongly for the good of such unfortunates.

These are mistakes which many good, well-meaning parents will and must make so long as the general igno-

rance of child-nature—its needs and mode of action, the child-mind and its movements, the child-soul and its growth—is so widespread. We, who are somewhat less ignorant through having devoted years of study to this line of thought, are equally culpable, equally responsible for the mistakes which parents and guardians make, if we do not share our knowledge with them—share it bravely in spite of rebuffs, share it willingly in spite of time and trouble, share it gladly for the sake of sweet childhood and, most gladly of all, for the sake of the one Perfect Child who shared all things with us and for us and left behind the shining path in which parents and teachers alike should walk with unfaltering footsteps.

GENEVA MARY NICHOLS.

*Logansport, Ind.*

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#### KEEP A-GOIN'.

If you strike a thorn or rose  
Keep a-goin'!  
If it hails or if it snows,  
Keep a-goin'!  
'Tain't no use to sit and whine  
When the fish ain't on your line;  
Bait your hook an' keep on tryin',  
Keep a-goin'!

When the weather kills your crop,  
Keep a-goin'!  
When you tumble from the top,  
Keep a-goin'!  
S'pose you're out o' every dime?  
Gettin' broke ain't any crime;  
Tell the world you're a feelin' prime!  
Keep a-goin'!

When it looks like all is up,  
Keep a-goin'!  
Drain the sweetness from the cup,  
Keep a-goin'!  
See the wild birds on the wing!  
Hear the bells that sweetly ring!  
When you feel like singin'—sing!  
Keep a-goin'!

*—Atlanta Constitution.*

## THE ORPHAN BIRDS.

Of meadow grass the nest was wrought  
And thistle down the builders brought  
    Their cozy home to line.  
Sweetly they sang while they did build,  
More sweetly when the nest was filled  
    With eggs so smooth and fine.  
“O well-built nest, soon to be blest  
With birdlings cuddling ‘neath my breast,”  
    This song the mother sang.

Soon were the birdlings hatched and fledged;  
Her love to them the mother pledged  
    In many winning ways.  
And e’en more sweetly now she sings  
To the fair brood beneath her wings,  
    This song she seems to raise:  
“Sweet, sweet, tweet, tweet; sweet, sweet, tweet, tweet,  
Our happiness is now complete.”  
    This song she seems to raise.

The nest was hidden quite from sight,  
While leafy boughs kept out the light:  
    ’Twas safe from falling rain.  
Four little bills the mother fills,  
The birdlings’ cries she always stills,  
    They never cry in vain.  
The song she sings not one can tell  
But every nestling knows it well—  
    ’Tis sweet, so very sweet.

The father-bird while seeking food  
Was shot by boys who haunt the wood.  
    The mother, too, was shot.  
Just as she neared the cherished nest,  
The flowing blood reddened her breast.  
    O bitter, bitter lot!  
She hears her nestlings’ hungry cries:  
To rise, to mount, she tries, she tries,  
    She cannot move a wing.

But she can answer them again;  
Ah, yes, but with a cry of pain—  
    Just one—she’d not complain.  
No power to quell their cries or tell  
Her birdlings that she loves them well.  
    But death relieved her pain.  
Her nest I found one autumn day—  
Therein four little dead birds lay,  
    Their mouths all open wide.

—ALICE MAY DOUGLAS.

## TOPICAL SYLLABI FOR CHILD-STUDY.

### SOME COMMON AUTOMATISMS, NERVE SIGNS, ETC.

I. *Skin Habit.* (1) Describe exceptional picking of pimples or scabs, real or imaginary, on face or elsewhere; the scratching or rubbing habit with no normal itch pruritus or formication; are nails cut or hands tied to prevent it? (2) Describe cases of chewing hair or biting nails, voluntary depilation; (3) other cases of skin-consciousness, as, e.g., excessive and needless washing or aversion to it; love or dislike of being stroked, patted, coddled, touched, in others or in yourself; excessive or defective ticklishness; (4) shuddering or horripilation from emotional or mental causes, as seeing reptiles, spiders' webs or sore spots, hearing music, imaginary drafts, etc., sweating, where first, easiest and least; is it ever spontaneous, from psychic causes, unilateral?

II. *Blushing and Flushing.* How do you first know you are going to blush? Where first felt? Do you feel it in hands, arms, limbs, neck, chest? Are there attendant tweaks, tingles, twinges, or other sensations elsewhere, and any reactions of pallor or chill? Describe spontaneous flushes in any part of the body, as when alone. Teasing to make others blush. Describe your blushing habits and those of your friends.

III. *Effort Automatism.* Describe the unconscious acts that accompany work or fixed attention—as during recitations—as biting tongue or lips, chewing a stick or nothing, winking and blinking, twisting buttons, handling articles of dress, playing with fingers, swaying, rocking, rising on toes, standing on the sides of the feet, turning away, fixating a distant point with the eyes, wriggling, writhing, tapping, drumming, scowling, squinting, tics, grimaces, pulling fingers to snap the joints, moving the ears, putting finger in the mouth; whistling, singing or dancing at work. What indicates the hardest effort—as the fidgets or habit chorea seen just before great athletic feats—shutting eyes or ears,

moving lips; tunes, verses, etc., persistently running in the head. Is the foetal posture approached? Does fatigue increase or diminish these movements? Order and per cent. of frequency and duration? Should some be encouraged for better work? At what age are they most common? Treatment.

IV. *Revery.* Add to the following synonyms:—castle-building, wool-gathering, absent-mindedness, day-dreaming, vacancy, far-awayness. Describe a “spell” of it in others and in yourself. Does expression follow its course? Just what was the mind doing in a few concrete cases; *e. g.*, tracing patterns out of dots, playing with cracks, hearing or seeing imaginary sounds or objects, recollecting, etc.? Conditions of going into or coming out of the entrance-ment.

V. *Mouth and Throat.* Describe spitting habits. Are they contagious? Are they due to or do they cause excessive salivation? Spit contest, holes, spitting between the teeth, etc., and relation to chewing gum and things. Spells of needless and excessive nose-blowing and picking, also of semi-imperative coughing, hawking, hacking, hemming, sniffing and snuffing, stertorous or “snory” breathing, eructations and half-imaginary nausea, faintness, grinding the teeth continually, clucking and imitating animal noises, “tonguing” and oro-nasal virtuosity generally.

VI. *Second Breath.* Question boys about running, swimming, etc., till the “wind” is almost gone and returns. Also in head work, as working beyond the usual hour for retiring. Also over-play and *abandon* in conduct and in speech; when the brain or muscles act with unusual vigor and for an unusual time, as if they were over-filled with blood or the fatigue sense was fatigued. How does the momentum persist after you wish it stopped? After effects. Treatment.

VII. *Hiccuph.* (1) Describe a *single* hiccuph subjectively in yourself, first inner feelings, and objectively in or as seen by others. Just what muscles and parts move

and in what order. Effect on breathing and vocal accompaniment. (2) The series, does it increase in frequency as well as violence? Describe the diminuendo at last. Dot number and length of series, effects of attention, after effects, contagion, causes and cures; effect of fright. Describe it in animals; folk-lore, signs of.

VIII. *Sighing*. Full description of, as above. Is there a slight tremor—of what—at the acme of the inspiration? What sensations precede and what sounds accompany it, and what exclamations, as Oh dear! etc.? Does it ever become a moan or groan?

IX. *Tremor or Shivering*. If from cold, does it start, as with lower jaw, and teeth-chattering, etc., and how spread? How, when from fatigue, anger, fright? Are large or small muscles first and most involved? What as to amplitude and rate, and do both vary? Does voluntary motion check it? Is there a rhythm of increase and decrease in its intensity? Do inspiration and respiration ever tremble and which most? Post-micturition shudders.

X. *Sneezing*. Premonitory symptoms or *aura*, where and what sensations and preventatives? Are these inspirational tremors? How does it differ from a cough? Does it cause tears or other sensations? Is it a relief? When excessive, as in hay fever, what are first ill effects? What psychic causes increase or decrease it? Imagination and imitation. Does it involve catching cold, and what prevents it? What unusual causes, as brightness, colors, certain sights, sounds, etc., favor it?

XI. *Yawning*. First symptoms, progress toward front of the mouth, gradual irradiation to muscles of eyes, tongue, forehead, etc. Just how far does a good yawn go? Is breath inhaled only? Is there a stationary climax? Does it go as it went or inversely? Is there a momentary feeling of rest and relaxation? Describe all vocal accompaniments, or ringing in ears, audible unreal tones. Comparative suggestive effects on a class, of yawning yourself, writing the word yawn, and hanging up a picture of a yawn

without saying anything about it. Fits of "the gapes," "spells" of "imperative yawning." Attendant symptoms, as itch, cramp. How often can you do it at will—every half-minute? Cures, folk-lore. *Animals*, etc.

XII. *Stretching*. Where does it begin and to what position bring arms, head, hands, etc? How does it agree with or differ from yawning in all the above points? Which must surely involve the other, etc., as above?

XIII. *Miscellaneous*. Describe first signs and sensations of sleepiness in self and children; also starts, twitches, or jumps, as falling off to sleep. What visual sensations have you or children if eyes are tightly closed and attention directed to what is seen in the dark? The same for ears, if they are closed. Describe any spells, feelings of faintness, giddiness, or numbness, and "falling to sleep" of limbs. Can you move skin of forehead, ears, scalp, or other unusual parts at will, and does any part of the skin or limbs ever move or twitch spontaneously? G. STANLEY HALL.

*Clark University, Worcester, Mass.*

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#### FOR A SCHOOL OF PUBLIC HEALTH.

The University of New York has set apart buildings and there is a bill in the legislature of that state for the maintenance of a school for the year by appropriating \$25,000. The object of the new school is the promotion of public sanitation in all its branches, and especially in the prevention and cure of diseases by giving free instruction to all sanitary officers of all districts, towns and cities throughout the state. The school also intends to give experimental training in sanitation to engineers of all kinds, to public-school teachers, to inspectors of factories, of foods and to all others who hold official positions which involve responsibility for public health.

If "an ounce of prevention is worth a pound of cure," then is not this institution in New York a type of what ought to be established in every state in the union?

## CHILD-STUDY FOR THE RURAL TEACHER.

I WISH to discuss a very simple and, as it seems to me, a very practical method of Child-Study.

The rural school presents unusual advantages for Child-Study. The teacher may have the same pupils year after year if she remains in the same school, and the rural teacher is a more important factor in the community than the teacher in town or city. She is a leader in the social life of her district. She is ever heartily welcomed to the homes of the children.

One can never tell much what an animal is like until it is observed in its natural habitat; a duck out of water is not a graceful creature, nor is a caged lion much of a lion. When you see the child in his home you see the cause and result of his conduct closely related. Much that was inexplicable from the point of view of the school alone becomes as plain as day when you see the child at home. I have often been surprised at the solution gained of some school problem by a short call at the child's home.

There are three very important ways in which a visit to the home should help one to better understand the child. The sort of home from which he comes, the culture to which he is accustomed, what his opportunities are for outside reading and the like, can be observed. This should inform one concerning the shortcomings in character, which the school must seek to remedy so far as possible. It shows something as to what motives will probably appeal to the child and what he may be supposed to know outside the school course.

Again, one may learn a great deal from the parents about their children. There is no subject on which a mother delights so much to talk, and the more you are interested in them the more she is interested in you. From her larger experience she will present, consciously or subconsciously, suggestions that may not have occurred to you. There may have been some sickness in early life of

which you should know. These accounts of early childhood are often very instructive and the mothers usually love to tell them. There are especial aptitudes, likes and dislikes, too, which are always very helpful to know.

Further, the teacher can learn a great deal from the child himself in the home. She should see what he plays, what pets he has, what books he reads, in what things he takes an especial interest and, if possible, what his purposes for the future are. If the teacher does this wisely and manifests a genuine interest in everything shown and told she will not only understand the pupil very much better, but there will be a broader basis of sympathy between them.

But this is not all. The incidental advantages may be quite as great as those that are more direct. In the home you always see reflected, in the treatment you receive and the things said, the view the child and his parents take of your school. In the country there always will be more or less talk about the teacher and the school, largely because there is not much else to talk about. Nothing will quiet or modify this comment better than a personal visit to the home. It also gives an opportunity to defend your policy if you have departed in some things from the beaten path of "the good old times." Ask the parents to visit the school. Some of them will come if personally invited. The children will credit your visit to your interest in them and that will help you.

Be especially sure to visit a child who is indisposed. It is a rare opportunity to study the child and win his gratitude at the same time.

Probably no one who reads this article will find himself more driven for time than the writer when he was teaching in a rural school. All my evenings were otherwise employed and the only time I had to make calls was Sunday afternoons and one or two on Saturday. Still I managed to visit every home in the district but one (33 pupils) during a three-months' term and some of them several times.

All science is built up from the collection of individual facts and separate data. If, now, a teacher will keep a daily record of some few of her pupils, who seem most to require observation and study, and never allow a day to pass without noting down something which she has observed in these scholars, she will soon discover that she has the basis for a better understanding of them. These facts may seem very trivial at first, but, if the record is faithfully kept, they will soon begin to have much meaning. And when she comes to compare the records from the home, school and playground, she should have a very fair picture of what the child really is.

It takes but very little time to keep these records, and anyone who loves children will soon find it fascinating. I was accustomed to do this, on returning to my room after school and never found it wearisome, despite the work of the day. If each day all you can remember about a certain child is recorded, you will soon find that you can remember a great deal more than you could at first. You will observe him more closely and, despite his mischief, you will usually find you are taking a genuine interest in him.

I make the following quotation from a record of my own. The subject was a boy of eleven whom we will call G.; very bright, very lazy, very mischievous and inclined to be impudent:

"Feb. 11. G. sat for half the time in school in a condition of collapse, looking toward the door and doing nothing. The rest of the time he was, for the most part, mischievous; still he usually had the review lesson. When he wished to think, he lay his head back and look up at the ceiling.

"Feb. 13. I visited G's home. Parents said teachers always complained of G's oldest brother because he would not study; still he got on pretty well with his books. G. was sitting by the fire all doubled up when I came in. I never found him reading or going there; still he seemed to have read a good deal. At home the children are made to

obey and seem to think a great deal of each other. Parents thought I favored the girls at school.

"Feb. 14. I noticed to-day that G's brother in school was very lazy also. I had not thought of it before as he never made any trouble. He laid his head down on the desk for half an hour at a time on two or three different occasions. I had often noticed him do it before but had not thought of it. He is not very active on the playground. Laziness certainly must be hereditary in the family.

"Feb. 15. I made an æsthesiometer yesterday and tested dermal sensibility of several of the scholars. To-day G. appeared with one of his own make and tested a number of the pupils.

"Feb. 16. I had trouble with the damper to-day. (It kept turning cross-wise in the pipe.) G. said he would stand and hold it all day, if I would not make him study. He is always glad to go for water or do anything that will allow him to leave the schoolhouse.

"Feb. 17. G. turned a bottle of water bottom up in his desk to-day and let it stand there. This worked very well until someone came along and knocked the bottle over and the water ran off on the seat. The other day he put a bottle of water on the stove; he had a string tied to the cork, and when considerable steam had collected he pulled the string and the steam blew the cork the length of the string. I told him he must not do it as the bottle might explode. He then made a wooden bottle by boring out a stick with the red-hot poker. This, of course would not work. G. seems to have a natural bent toward science. He is very good in physiology.

"Feb. 18. G. is usually indignant when punished; thinks someone else was as much or more to blame than he. He tries to see how near he can come to disobeying every command without actually doing so. Still, he never shows resentment when punished.

"Feb. 21. G. is very fond of stories and asks to have one told at every opportunity. He said he was reading Rud-

yard Kipling's 'Jungle Book' and Cooper's 'Deerslayer' now. G. seems to be very well liked by the younger scholars and those about his own age, but is not very well liked by the older ones. He plays with the girls a good deal and usually rather roughly. He is somewhat of a leader among the boys; likes wrestling and such exercises. Does not give up easily at snow-balling. He is of a decidedly masculine type.

"Feb. 22. G's pedometer average for the last week was seven and one-half miles a day, a rather low average, though he has a long way to come to school. He came to the door at noon and asked if I would not come out and play with the pupils. He kept near me in the play. His conduct has been improving very much the last day or two.

"Feb. 23. G. drew a picture of a sitting hen to-day which was really quite good. He has not been impudent to-day. Did very well in some of his examinations.

"Feb. 25. When school was out G. stayed around until most of the other scholars had gone. He bade me good-by warmly, and asked me if I would not come and see him some time. The next day on coming away I passed him, and he shouted out 'Good-by,' and asked me again to come and see him."

Some may think this record trivial. It does not seem so to me. It was only kept for a short time and took almost no time or effort, yet I believe I understand this boy about as well as his parents do to-day, and perhaps might have about as much influence over him if I were to know him longer.

H. S. CURTIS.



Tommy, aged four, wanted to sit at the dinner table one day when company was present, but was sent away with the remark that his whiskers weren't long enough for him to sit there. He was given his dinner at a small table by himself and while he was eating a pet cat came purring about him. "Oh, go 'way," said Tommy. "Your whiskers are big enough to eat at the company table."

## THE TEACHER AND HIS DUTIES.

NOT every scholar is necessarily a teacher, but every teacher must be a scholar. By the latter I mean that he must possess the scientific spirit—that spirit which is concerned not alone in the accumulation of a vast number of facts, but also, and mainly, in the intelligent use of those which are at hand. He must, on his own account, aspire to knowledge such as will expand his own personality and widen the horizon of his interests, in order that he may be able to personate to his pupils, if only in a modest way, the incorruptible dignity and the salutary influences of true science. If the teacher's interests be confined to the four walls of his schoolroom, he runs the risk of becoming narrow and self-complacent, petty and nagging. He must be conversant with the great problems of his age, so that he may keep steadily before him the great aim of all educational effort; namely, to fit the children to carry the banner of civilization to still loftier heights.

The true teacher will cherish high motives, so that he may awaken high motives in the young. Too much is our present life given to emulation. It is not excellence we strive after, but the ability to excel, to outstrip others. Our age is one of merciless competition and our ordinary school practice, by a seductive system of marks, reports and prizes, arouses and stimulates this unhappy tendency in our young children. Here is the teacher's opportunity. If his motives are high; if he is not swayed by sordid considerations, petty jealousies, or emulative ambitions; if he has the unselfish heart, then will he inspire his pupils with the force of his noble example. In the schoolroom the teacher must be cheerful and sympathetic; he must possess a readiness to appreciate the *pupil's* side of the problem and to forget his own; he must be interested in the individual needs of each child and his attitude toward the parents must be tactful.

Furthermore, the conscientious teacher will endeavor to bring about an intelligent co-operation of school and

home. He will, everywhere and under all circumstances, stand up publicly for the cause of rational education. In the rural districts, where the school problem is particularly perplexing, he will be a true missionary. In the city, he will be interested in the cleanliness and decency of streets, cars, etc.; he will propagate the idea of public playgrounds; he will be an ardent auxiliary to the social reformer in the cause of uplifting the condition of the poor. In brief, he will participate in all endeavors to elevate the moral tone of the community.

Great problems now struggle for solution, and, as a result of this struggle, it is to be hoped that the generations of the twentieth century will have a purer religion and a more perfect government. What the actual outcome will be can be only dimly divined at the present day. But as those who are now children will take an active part in the future, we teachers can contribute our share toward making it better and happier, by giving the young a clearer vision as to their duties and responsibilities. Reform is not so much a matter of law and government as the outcome of a spiritual regeneration.

It is through the educational idea, through the conception of human progress as an educational process, that a new unification of spiritual efforts can be effected. The physician, the priest, the scientist, the philosopher—all the professions—are educative forces; and education is the new focus in which these various activities center. Thus, a new brotherhood of spiritual potencies is forming along lines of greater freedom and more vigorous growth. There is no longer a community of creed. Individually, we may conceive of the powers that govern the universe and make for righteousness in very different ways, and call them by different names. But let there be a community of spirit, an honest seeking after truth. Let there be a unity of effort, of deed, if not of creed. Let us all recognize the dignity and responsibility of the teacher's profession, and unite our forces in the service of humanity.—*Maximilian P. E. Grossmann, in the Forum.*

## THE EDUCATIONAL CURRENT.

EDITED BY CLARA KERN BAYLISS.

**Our Motto.** **G**IVE us country club-houses. In place of the eight or ten schools in each township, with enrollments ranging from six to sixty, each with meager apparatus and library of a half-dozen books, let us have one central graded school, with a building of eight or ten rooms, one of which shall be a reading-room for parents as well as children; light the building well; put up sheds for the horses; and render country life attractive by making the school the center of intellectual and social life for the community.

**A Novel Institute.** **S**UPERINTENDENT O. J. KERN, of Rockford, Winnebago County, Ill., has developed an original idea in the manner of conducting an institute, and we especially commend it to other superintendents for consideration.

Rockford is blessed with a large public library, and Mr. Kern conceived the idea of leading his teachers on to greater research by using this library during his institute, and making it a basis of his work.

The special feature, or new departure, which attracted the attention of our State Superintendent, was the use of the library in connection with our Institute work, thus enabling the various instructors to assign topics and subjects for investigation by the teachers. It was a great success. The teachers came in contact with books with which they were, in a great measure, unacquainted, and went away with broader visions. Much reading was done during the hours assigned on the program, and at the close of the day's session the reading-rooms were crowded with teachers, talking with the instructors and taking out books to read during the evening. This was kept up for five days. A glance over the reports handed in showing the authors and pages read in pedagogy, U. S. history and zoölogy is very gratifying.

The influence of this reading and study cannot be measured. The interest during the week was intense, the work thoroughly in earnest. The enrollment was 300. The average attendance was large and the teachers worked as if they meant business.

This is not the only thing that Supt. O. J. Kern has done and is doing which makes us proud that our name is the same as his. One of these days we shall see in Winnebago County the ideal country school, a union of lesser schools into one graded school with a building which is used as lecture, concert and banquet hall by parents and children. And we are not going to remove the motto at the head of these columns till we can put in its place the picture of this school-club-house.

Tally One for  
Supt. Andrews.

SUPERINTENDENT ANDREWS of Chicago is reported as saying that Latin is practically useless in the grammar grade, at least on present basis. He thinks supplementary reading in English would be every way preferable.

Lo, the  
Educated Indian!

IN AN article on "Grooming the Brain," Mr. Winship says: "The wildest prairie grass becomes fine with sufficient attention; the roughest horse becomes tame and his coat fine and glossy through grooming; the coarsest hair of the rustic lad becomes silky with adequate care." Nowhere is the truth of this more noticeable than among our aboriginal population. On the way to Los Angeles, when every incoming train was met at the little stations by Indians anxious to sell their wares, to exhibit their babies for a dime, or to beg, there was often seen among the motley throng a fine looking reserved maid or man who had been "groomed," either at an Indian school or by living in a white family as a servant.

At The Needles, standing a little apart from the others, saying little even to each other, evidently there to see the

train and the white folk, was as fine an Indian couple as one could wish to see. They were tall, well built, with intelligent and expressive countenances and were dressed with the simplicity of their tribe—he in gray trousers and shirt, she in calico gown and the inevitable thin shawl hanging single in a large square from the shoulders; but the cloth was excellent and of neat design, and no drawing-room ever sees cleaner garments, though it was a hot, dusty day with the mercury at 112° in the shade. We brought away a mental photograph of this handsome pair, as a sample of the red man at his best. Most of the snap-shots taken by our party in the midst of a fusillade of sand and sticks (for the Indian fears to have his picture taken lest his spirit enter into the image) were of the red man at his worst.

In the Rio Grande region, where the Pueblos live, a begging Indian is unknown. The natives own their land, work exceedingly hard irrigating their fields and raising their meager crops, are entirely self-supporting and law-abiding and are the only aborigines in the world whose men folk help to tend the babies and who shield their women "from hard labor and fearful sights." They are very friendly to strangers and hold Abraham Lincoln in great reverence. A cane which he gave them marked with his name and 1863 is kept as a sort of title deed to their land, and each spring, when their new governor is elected, the cane is solemnly put into his keeping. Thousands of these people work on the railroad and one railroad man says that one Pueblo will do more and better work than ten Mexicans.

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At the Indian headquarters in Los Angeles there were nightly receptions where a band of Indian girls played on mandolins and guitars, sang, recited and danced. We must admit that their faces were rather dull and heavy, but the Indian teachers, Mr. and Mrs. Wolf, had as mobile and sensitive faces as white people have, and quite as engaging manners. We watched Mrs. Wolf one evening when she had caught sight of a former acquaintance, a white lady in

the throng. The lady was conversing with a friend and had not yet noticed Mrs. Wolf, whose face, while she waited, was an interesting play of friendliness, eagerness, delight and dignified reserve.

The Indian-school exhibit proves that in writing, drawing and needlework the red children are experts. The dainty garments of muslin and lace made by children of five and six are marvels. "In arithmetic your children in the white schools surpass ours," said Estelle Reel, our Indian commissioner; "but in drawing, yours are not in it." Mrs. Foster of Phoenix, Arizona, says: "The Indians make excellent cooks and servants; they *like* to be neat when they have the facilities; and as for affection and devotion in their families, I never saw anything like it. The Indians have been shamefully misused by the white people."

There are vagabond and unprogressive Indians as there are vagabond and unprogressive whites; but the noble red man is neither a tradition nor a fiction. He is here in person to-day. We should find a better use to make of him than to exterminate him. If his force and his depth of feeling could be amalgamated with some of our white-livered effeminacy there would be a check to the growing dudeness in parts of our land.

**California and  
State Uniformity.**

THIRTY years ago California gave great promise of being the leader in educational work. It was the first state in the Union to adopt a graded course for its rural schools, and at the Centennial, in 1876, its school exhibit was among the finest. It made the mistake of unduly emphasizing the principle of uniformity. Says E. E. White: "There is no school policy to be more resisted in a free state than that policy that enthrones the 'state machine' in education—too often under the manipulation of party politics—that overrides the judgment and interests of individual communities and reduces school progress to a dead-level uniformity—a policy that kills vital educational spirit by putting the more

progressive communities into a lock-step with the laggards whose pace is only quickened by the spur of state authority and help. The weakness of uniformity as a school policy is most clearly shown in its demand for average measures and average results, as average courses of study, average school sessions, average teaching appliances (usually much below a proper average), average requirements for promotion of pupils, and so on to the end of imposed mediocrity. All that is needed to complete this dreary grind of averages which possesses so many school systems, is a statutory mechanism that will fill the schools with mediocre teachers on operative wages! It does not need the ken of a seer to realize that one of the greatest dangers that now threaten the American school is the sacrifice of its best possibilities to this Moloch of uniformity, state and city."



**State Printing.** WHEN it was decided that the state should print the school books in California the people were told that this would save them millions of dollars. The board which manages this printing consists of the superintendent of public instruction, the governor, the presidents of the normal schools and university, and the head professor of pedagogy. This board is obliged to have the books *prepared for publication by the lowest bidder* (How could a more stultifying plan possibly be devised?), and no book can be revised except by an appropriation by the legislature.

As a result of this system, the history of California itself has not had a word of revision in sixteen years; the state prints thirteen kinds of books, some of which are in merely nominal use in the schools, while supplementary books are bought for actual use; more than half of the books in the schools are printed out of the state; the receipts from the sale of state-printed books are \$110,000, and the politicians are said to receive \$75,000 or \$100,000 from the enterprise.

What wonder that California has not fulfilled its early

promise in school matters, and that ten years ago it had but sixty-two high schools and now has but one hundred and twenty-five?

**Politics in School Management.**

THE San Francisco school board is bi-partisan in politics; its members receive a salary, and are required to devote all their time to the duties of their office. It goes without saying that no business or professional man of standing will become a member of the board and relinquish his business. It puts board membership on a par with other small political offices to be sought by men not engaged in any regular calling.

The superintendent of the schools is elected like any other political candidate at the regular municipal election by the votes of all those holding the franchise. Buffalo makes this same mistake in the selection of a superintendent. Milwaukee has a school board appointed by two men from each of the two political parties, who are themselves appointed by the mayor, but in San Francisco both these mistakes are combined.

**The Teacher.**

"TEACHING is a frightful strain. An overburdened curriculum, an unduly stimulating intellectual tonic, unreasonable financial demand, with the terrors of political interference, are a combination which may well make any teacher desperate.

"Teaching, more than any other vocation, needs the physical, intellectual and emotional benefit of the relish of sentiment. The juiciest steak ever grilled makes better fibre and force if it has the relish of pepper and salt. So teaching, the highest if not the holiest of professions, does most for the child, for the country, and for God when one teaches with a relish."—*A. E. Winship, Ed. New England Jour. Education.*

"A teacher's influence depends more upon what she is than upon what she says. What she is depends upon her

philosophy of life. This time of rapid development, when old landmarks are disappearing, demands one who is well poised, one who has a positive rational and ideal outlook upon life. Any other attitude fails to provide healthful stimulus and to communicate the steadiness and serenity essential to the best work."—*Miss Harriet Scott, Detroit Training-School.*

"There are a few qualifications a teacher needs for success, and if the teacher has them they will show in a greater or less degree in her practice. The first is training, and it is unnecessary to dwell upon the importance of this. The second is a strong sense of responsibility, with the ability to adapt herself quickly, to rise to the occasion and overcome obstacles. The third is indomitable perseverance. If the normal school is to do anything for students, it must train them to a better sense of responsibility, combined with ready willingness."—*Miss Marion Brown, New Orleans Normal School.*

"It is encouraging to note that many of the newer, as well as several of the older professional schools have called to their chairs of psychology and pedagogy, men and women of college training, who are not unfamiliar with biology, the history of philosophy and religion, who know something of savage myth, custom and belief, and the instinct of animals, the psychology of the defective classes, as well as of the normal adult, men and women especially prepared for their work because of their earnest, sympathetic love for childhood and youth."—*Miss Gertrude Edmund, Lowell, Mass.*

"In any scheme of education the teacher is of prime importance, for it is the teacher that makes the school, and not books, apparatus and methods.

"The manual-training teacher must be first of all a teacher—everything in education and culture and character which we would have other teachers be. But he must also be a good mechanic. Unworkmanlike work is not educational. The teacher must be a good cabinet-maker if he is to be a good character-maker."—*W. A. Edwards, Pasadena.*

"I believe the greatest need to be teachers of larger and more accurate scholarship. It is too frequently the case that the knowledge which the teacher has of the subject he is trying to teach is limited to the narrow and partial view of some text-book. The opinion expressed in the resolution that a teacher should be in scholarship at least four years in advance of the pupils he is trying to teach, is certainly sound. A grade and common-school teacher should at least be a graduate of a high school. A high school teacher should be a graduate or in scholarship equivalent to a graduate of a reputable college. I would go further and say he should have a four-years' course in college of the subject he is expected to teach in the high school.

"A teacher who is merely able to solve the problem in some text-book may get along; he may be able to convince the pupils that they are getting on satisfactorily; he may have superior skill in class management; he may have a wide knowledge of educational literature; but unless he is master of the subject he is trying to teach, there can be no adequate compensation for time and energy expended."—*President Joseph Swain, University of Indiana.*

*The Child.*

"PERHAPS no one factor in the life of the young child is so conducive to healthy development as play-activity. As Professor Preyer has forcibly stated it, 'A man does not learn through any kind of instruction or study in later life anything like so much as the child learns in the first four years of his careless existence, through the perceptions and ideas gained in his play. What seems to adults unworthy of the slightest attention in childish play, is to the child himself of the highest significance, because it has the charm of novelty.' The utility of children's play, from an intellectual point of view is likely to be overlooked, but in what other form of activity does one find such diversity and virility of mental forces?"—*Professor Monroe, Westfield, Mass., Normal.*

"Change is rest. Weariness in the sense of sight can be partially relieved by exercises which appeal largely to the ear, or to use of the hand. The strongest possible contrasts should be made in the arrangement of the daily programme and the wisest adaptation of difficult subjects to the best working hours of the day.

"Much wasted energy can also be husbanded by a wiser training of pupils how to study. The utilization of interest in a greater degree than heretofore promises much relief from the past weariness and drudgery of the school-room. Dislikes, antagonisms, adverse undercurrents of feeling sap energies which should be utilized in fruitful school work. Education from this point of view is to direct nervous energy into right channels and to keep it out of wrong ones."—*Superintendent H. E. Kratz, Sioux City.*

"As to the time when we shall begin to develop the character of our children, I agree in part with Aristotle when he says that the state should begin the education of the children before the marriage of their parents. Common sense in selecting partners, proper cultivation of mind and heart, congeniality of home surroundings and careful observance of the laws of health all tend to strengthen the character of the offspring.

"Character, like morality and religion, is the very essence of the individual's life. Would you establish noble character in your children begin by laying the foundation for strong and healthy bodies. The molding of character takes places rapidly under conditions of health and of interest. The first steps in the training of the senses naturally belong to the parents in the home, but the work must be further continued and brought to a higher degree of perfection by the teacher in the school.

"In all education the teacher must be guided in her efforts by the interests of the child. It must be a growth from within rather than a filling up from without, an assimilation and an appreciation rather than the mere accumulation of knowledge. Having thus outlined as the requisites

**O**f an ideal character, good health, a sound body, a thoroughly trained intellect, keen sensibility, pure motives, and a well-developed will, I should add at least one other requirement—a lofty ideal, with sympathy and love for humanity."—*G. W. A. Luckey, University Nebraska.*

"The mental life of the adolescent is distinct from the mental life of the adult or child. Adolescence begins when the primary, unthinking life of the senses of the child opens up into the broad secondary mental life of meditation, reflection and construction. It means the maturing of the intermediary nerve centers. The period is characterized by the emotional stress and enthusiasm. Individuality and personality are fully felt for the first time. The child rapidly comes into the inheritance of a full human being. Life reaches the grandest levels. The ideals are high and in imagination the youth is living out those ideals. It is the most critical, even the most tragic time of life.

"Misunderstanding of the new life and new forces stirring in the child is ruinous. The psychology of the period is not caused by the development of sex nor always closely contemporaneous with sex development. The brain centers may mature years before or after puberty. Every boy and girl shows these adolescent symptoms unless the vitality is sapped by overwork, bad habits or the brain potentiality is very low.

"The matter of home discipline is of great importance. Ideals, not commands should be given. The adolescent resents the treatment of a child and responds to the treatment of full maturity. A boy of great energy must have a legitimate outlet. Don't sit down on the safty valve. Discouragement often leads to depondency, and suicides are very frequent. The adolescent needs care and sympathy more than at any other period of his life. A desire to leave home is natural, and may be satisfied by a short visit. The rapid growth demands good nourishment. At home the adolescent should be treated as an equal."—*E. G. Lancaster, Colorado Springs.*

This is the best definition of the adolescent period we have ever seen. "The period characterized by emotional stress and enthusiasm. Individuality and personality are fully felt for the first time." The child becomes *self-conscious*, subject to unusual ebullitions of mirth or tears, to morbidness, oversensitiveness, vanity, touchiness—in short, it is exactly the period when the child can be most easily made or marred, and when there is need of the most delicate and judicious management. In the eccentricities of the child—and for that matter, of the adult—how true is the proverb, "To understand is to forgive."

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#### THE SCHOOLBOY.

Brave, but with effort, had the schoolboy come  
To the cold comfort of a stranger's home;  
How like a dagger to my sinking heart  
Came the dry summons, "It is time to part;  
"Good-by!" "Goo-ood-by!" one fond maternal kiss.  
Homesick as death! Was ever pang like this?  
Too young as yet with willing feet to stray  
From the tame fireside glad to get away—  
Too old to let my watery grief appear—  
And what so bitter as a swallowed tear?

One figure still my vagrant thoughts pursue:  
First boy to greet me, Ariel, where are you?  
Imp of all mischief, heaven alone knows how  
You learned it all—are you an angel now,  
Or tottering gently down the slope of years,  
Your face grown a sober in the vale of tears?  
Forgive my freedom if you are breathing still;  
It in a happier world, I know you will.  
You were a schoolboy—what beneath the sun  
So like a monkey? I was also one.

Strange, sure enough, to see what various shades  
The nursery takes from the study's trees.  
In those old days the very, very good  
Looked more robust a little than they should;  
So stout, so full, and such a comely crew  
These were boys and girls untaught men;  
The schoolroom saw no such tall—  
Nor ever seen its boy whose measure was of length,  
That is, of course, Nature's odd measure.  
Looked no square as a blackberry's tree.

—WILLIAM HOWITT.

## WORKINGS OF THE CHILD-MIND.

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### NOBLESSE OBLIGE.

"Here, boy, let me have a *Sun*."

"Can't, nohow, mister."

"Why not? You've got them; I heard you a minute ago cry them loud enough to be heard at the City Hall."

"Yes, but that was down t' other block, ye know, where I hollered."

"What does that matter? Come, now, no fooling; hand me out a paper; I'm in a hurry."

"Couldn't sell you no paper in this here block, mister, cos it belongs to Limpy. He's just up to the furder end now; you'll meet him."

"And who is Limpy, pray? And why does he have this special block?"

"Cos us kids agreed to let him have it. You see, it's a good run on 'count of the offices all along, and the poor chap is that lame he can't git around lively like the rest of us; so we agreed that the first one caught sellin' on his beat should be lit on an' thrashed. See?"

"Yes, I do see. So you newsboys have a sort of brotherhood among yourselves?"

"Well, we're going to look out for a little cove what's lame, anyhow, you bet!"

"There comes Limpy, now; he's a fortunate boy to have such kind friends."

The gentleman bought two papers of him, and went on his way down town wondering how many men in business would refuse to sell their wares in order to give a weak, halting brother a chance in a clear field.



"Papa, I know what makes some people laugh in their sleeve," said little Harry. "Well, my son, what makes them?" asked the father. "'Cause that's where their funny bone is," was the reply.

"Where does skye-terriers come from?" asked four-year-old Margie. "Humph!" exclaimed her brother, who is two years her senior, "anybody ought to know that; they come from the sky when it rains cats and dogs."



It was Freddy's first experience with soda water and, drinking the contents of his glass with undue eagerness, he was aware of a tingling sensation in his nostrils. "Well, how do you like it?" asked his mother. "It's all right," observed Freddy, as he wrinkled his nose, "but it tastes like your foot's asleep!"



The Sunday-school class had just finished singing "I Want to be an Angel and With the Angels Stand," when the teacher, observing that one of the boys had not contributed his voice to swell the sacred refrain, said: "And you want to be an angel, too, don't you, Johnny?" "Yes'm," answered Johnny, "but not right away. I'd rather be a baseball player a good deal first."



Little four-year-old Edith had been spending the afternoon with an old couple across the street. "I hope you behaved like a lady," said her mother upon her return. "Indeed, I did," replied Edith. "Every time I yawned I put my hand over my mouth."



"Ma faither's a soger," said a little Scotch lassie. "An' ma faither, too," said her playmate. "Ah! but ma faither's a brave mon. He's been in war, an' he's got a hale gang o' medals. An' he's got the Victoria Cross. The queen pinned it on him wi' her ain hand!" breathlessly announced lassie number one. "An' ma father's braverer!" cried the other little one. "He's been in dozens o' wars, an' he's got gangs and gangs o' medals an' Victoria Crosses. An' he got a bonnie wudden leg, an'," with a triumphant shriek, "the queen nailed it on wi' her ain hand."

### SEAT MATES.

An old gray country schoolhouse,  
The girl's side looking west,  
Third seat from back on th' outside row,  
Both she and I liked best.  
From there we could see the maples,  
And a long, low field beyond—  
In summer, the place where the berries grew,  
In winter, a skating pond.

So much to be said each morning!  
Going in thro' entry-way  
At call of bell, we had ever a thought  
Of something we'd like to say.  
But then we could sit together,  
Each glad the other was near.  
No need for saying much after all,  
When you sit with one that's dear.

But that's long past. In the city  
One's time is crowded, you know;  
We often meet, but we never speak  
Of the school days long ago.  
And we've caught that faultless manner,  
Hardly cordial, never cold;  
Oh! it's not the air we used to wear  
When we met in the days of old.

Last week at the Quade reception,  
Where both helped entertain,  
We chanced to meet at the terrace steps  
In a sudden dash of rain.  
We thought of our silken apparel,  
And hastened, with anxious frown,  
As on lustrous fold and delicate tint,  
The great drops pattered down.

In a flash, then, I remembered  
A long-gone rainy day,  
When, shoes hung over arm, we two  
Barefoot went homeward way.  
We folded the torn umbrella,  
Our skirts we used for cowls.  
We gave the robins call for call,  
And jeered at the drooping fowls.

She, too, I think, remembered,  
For she turned in the great hallway,  
Her face aglow with a merry thought  
Of something she'd like to say.  
Then of time and place grew heedful,  
Obeying with ready art  
The mystic rule of a worldly school,  
Where we sit so far apart.  
—*Susan M. Hayden, in Normal Instructor.*

## HEART DISEASE AND TALL SCHOOLHOUSES.

It is acknowledged on all hands that the modern system of educating children, excellent as it is in many respects, has yet many defects. Several of the complaints and diseases from which children suffer have been traced in too many instances to over-pressure, to infection, or to the unsanitary condition of the schoolhouses. It was pointed out in an editorial in this journal of October 15th to how large an extent the board schools of Great Britain are responsible for the spread of such maladies as measles, scarlatina, ringworm, ophthalmia, and diphtheria. This is also the case to perhaps a less degree in America. Here in New York City the sanitary arrangements of the schoolhouses are almost as good as is possible, medical supervision is strictly carried out, and in every particular the system is a credit to the municipal authorities. There is one drawback, however, to which attention has not been directed, namely, the great height of the school buildings. Dr. Michael B. Feeney, Chief Sanitary Inspector, has recently contributed a letter to the *Medical Record* in which he shows that the unusual height of the public schools is extremely detrimental to those little ones who may be affected with heart trouble. After giving two instances which came under his immediate notice of children, who through the unusual exertion of climbing five or six flights, brought on injury to the heart, Dr. Feeney makes the following sagacious remarks: "As the City of New York is spending money without stint for the purpose of educating the rising generation, erecting public schools replete with every sanitary arrangement to prevent the communication of disease, and architecturally, in almost every case, ornaments which the city may well be proud of, I think that some of the more ornamental features might well be dispensed with, and the money so saved used for the purpose of installing one or more elevators for such children as those mentioned above, and who present certificates from their physicians, to the principal of the school, of their inability to climb several

flights of stairs; or a larger space of ground could be taken and lower buildings erected, the class rooms of which could be reached without difficulty by any child whose heart was more or less seriously affected, and also be more readily emptied in case of fire." Elevators most assuredly should be provided in those school buildings which exceed three stories in height. Even if a young child does not suffer from heart trouble, it cannot be said to be in any way conducive to its good health to toil up and down five flights of stairs two or three times in a day. The alternative plan suggested by Dr. Feeney, that more land should be taken and lower buildings erected is not practicable, on account of the scarcity of land and the consequent expense, but the cost of elevators would be comparatively so small that in the interests of the rising generation they should be installed forthwith.—*Pediatrics.*



We must enrich the teacher. How shall we enrich child-life when we are content with the teacher of narrow horizon and empty larder? It is absolutely essential that the teacher should be a person of broad, enriched, and enriching culture. The early education of a child requires the master mind far more than does any subsequent period of his life. The child's teacher must be a person of great personality. One hour of association with a great personality is worth a week of ordinary schoolroom grind. The teacher must have specific training for the work. Scholarship is much; personality with scholarship is more; but scholarship with personality and specific training is everything.—*Superintendent P. W. Search.*



Baked bread is good and sufficient for the day, but seed corn should not be ground.—*Goethe.*

## AMONG THE BOOKS.

**The Education of Children**, by Montaigne. Selected, translated and annotated by L. E. Rector, Ph.D. International Education Series, D. Appleton & Co., New York and Chicago, 1899. 191 pages.

Montaigne lived three hundred years ago, but Dr. Rector has done great service in translating these well-selected notes on "The Education of Children." The prime significance of Montaigne's work lies in the consistent protest he constantly made against the pedantry of his day. This protest against pedantry is just as *apropos* to-day as it was then. The argument of Montaigne could scarcely be made more forceful, even after this lapse of years. Dr. W. T. Harris, in the editorial preface of this book, voices the creed of Montaigne in these trenchant words: "The accumulation of knowledge that is not systematized in itself nor applied to the solution of practical problems is to be shunned. The display of such knowledge is pedantry. An undigested accumulations of scraps of learning is not of practical use. It never helps the scholar to think nor enables him to act nor to guide the action of others."

Montaigne, as do all other educational reformers, not only attacks the methods of education which do not develop the pupil's self-activity, but he goes to the extreme of condemning books and learning in and of themselves. Still, he was right in maintaining that education ought to teach the pupil how to escape the slavery to books and the bondage to authority and custom; and yet we must remember, at the same time, that in its very beginnings education consists in the pupil's learning what others have taught. But there always have been teachers and there are now teachers, so-called, that never take their pupils beyond this initial process of getting words of others without mastering the meaning of these words. Though Montaigne is at times confused as to what is really valuable in education, he is indeed at all times an excellent tonic against pedantry. His maxims are always an excellent corrective against useless knowledge. Likewise, in the same vein Montaigne maintains, with right, that no learning is of use to us except that which we make our own. Says he: "I have no use for this mendicant knowledge," implying that while we may be-

come learned by other men's reading, we can never become wise but by our own wisdom.

"Who in his own concern's not wise,  
That man's wisdom, I despise."

Montaigne is suggestive to any reader and richly so to a reader interested in educational work. Dr. Rector clearly establishes the debt of Locke and Rousseau to Montaigne. Montaigne had the keen vision of the inspired prophet. In his educational creed he provides for much that is thought to be decidedly modern—*e. g.*, the study of children, individual rather than class instruction, importance of physical training, inculcation of patriotism, training for practical life, making school life pleasant, use of motor side in education.

Dr. Rector has in this gem of a book given us an excellent translation of well-selected portions of Montaigne's writings. The Appletons have placed teachers under additional obligations by publishing such an excellent and suggestive work.

**Docas, the Indian Boy of Santa Clara,** by Genevra Sisson Saedden. D. C. Heath & Co., Boston and Chicago. 150 pp. 35 cts.

This is the most interesting book of stories of Indian life that we have ever read. The stories cluster round the life of an Indian boy—Docas—and were originally written to serve as reading material for the children in the University School connected with the Department of Education at the Leland Stanford Jr. University. The authoress has placed a much larger audience of children in her debt by presenting this group of stories in book form. The games, amusements and occupations, as well as the home-life of the Indian boy, are related in a charming and graphic manner. There is not one of the forty stories that contains a single line that is the least uninteresting. There are more than twenty illustrations, each one of which stands in direct relation to the text of the story. We are glad to commend this book most highly for both home and supplementary reading.

All lovers of animals will welcome two new books from the Macmillan Company. "Diomed," the story of a dog, and "Jess," the story of a horse, as they might be briefly described. Both books show an intimate knowledge of the ways and habits of animals, and have in addition the nar-

rative charm which makes books of this kind appeal to the heart of the reader as well as live in his imagination.

A **History of England for High Schools and Academies** has been written by Professors Katharine Coman and Elizabeth K. Kendall, of Wellesley College, and will be published in October by the Macmillan Company. The authors have kept in view the history requirement recently adopted by several leading colleges and universities, and their chief aim has been to emphasize the physical environment afforded by the British Isles, the race traits of the peoples that have occupied the land, the methods by which they have wrought out industrial prosperity and the measures by which they have attained self-government, all of which are essential to an adequate understanding of the growth of the English nation. Within the limits imposed by text-book dimensions, they have endeavored to bring out these phases of the national life. Maps, depicting every important geographical change, add much to the practical value of the book.

Professor Edwin Herbert Lewis follows up his "First Book in Writing English" and his "Introduction to the Study of Literature" with a series of "Manuals of English Composition," the first of which is announced for immediate publication by the Macmillan Company. It differs from most similar books in several respects. It teaches sentence analysis as merely a means by which the student may name what he has instinctively written; thus, it presents in an organic way all the grammar needed in the eighth and ninth grades. It aims to secure spontaneity by a series of very short first drafts, in which the student need consider no detail of sentence-structure or punctuation. It aims to secure some degree of care by a system of revision, by which the student examines previous compositions. Thus the student is benefited by becoming his own critic, and the instructor is saved a large part of the fruitless labor of marginal corrections. The book consists of 170 exercises, each short enough for a daily task. The literary illustrations from which the student reaches inductions are the residuum of a winnowing process performed by students themselves. The First Manual can be used with younger students than those for whom the author's "First Book in Writing English" was designed, or with students of the same age.

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# THE CHILD STUDY MONTHLY



Edited by  
William O. Krohn  
Alfred Bayliss



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# The Child-Study Monthly

*A Magazine devoted to Child-Study, especially in those departments that have direct bearing upon the practical problems contained in the education of the child.*

**MONTHLY, EXCEPT JULY AND AUGUST.**

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## MEDICAL EXAMINATION OF SCHOOL CHILDREN.

THE committee on school management of the Chicago Board of Education has declared with practical unanimity in favor of a vigorous policy to prevent contagion in the public schools over which it exercises guardianship. In this, as in the establishment of the department of Child-Study and Pedagogical Research, the present board of Chicago demonstrates its keen alertness and vital interest in every earnest endeavor to do the utmost possible for the children whose interests are committed to its care. The plan proposed by Dr. Christopher, its originator, at least in so far as its application to the city schools of Chicago is concerned, is to have physicians and bacteriologists pass upon the child's freedom from infectious diseases before he is permitted to enter any of the classrooms in the public schools of the city. Dr. Christopher's plan is modeled somewhat after the arrangement found so satisfactory in Boston and New York.

He proposes to employ physicians to visit the schools every morning and examine pupils returning to their classes after an absence of four days or more, as well as those among the regular attendants who exhibit any tendency toward fever or soreness of throat.

He would divide the city into fifty medical districts, distributing the 300 schools among them, and providing for each of his inspectors a morning round of half a dozen schools. The absentees of four days' standing and the ail-

ing among the regular pupils would be held in the office of the principal until the inspector should examine each case.

To guard against the diphtheria germ the physician would make a culture from the throat of each pupil, labeling and sending the cultures to the bacteriological laboratory of the city health department, where the nature of the germs in each culture would be determined and a report returned to the principal on the following morning. Pending the arrival of the report the child would be sent home for the day. The test for scarlet fever and measles, though not so certain, would be simpler.

In Dr. Christopher's plan the inspections may be limited to two or three a week for each school instead of one daily, with a corresponding reduction in the number of examiners and the cost of the inspections. His inspectors would be chosen by the Civil Service Commission and would be under direction of the city health department and the department of compulsory education.

Commissioner Reynolds' health inspectors, giving only a certain portion of their days to the work of the department, receive \$75 monthly. Dr. Christopher believes that fifty young practitioners can be found to take care of half a dozen schools each for the same monthly wage. As nearly as might be the inspectors would be assigned to the districts in which they reside. Inspections would be unnecessary during the month of June and Dr. Christopher thinks that an annual appropriation of \$30,000 would provide a system of inspection which would reduce the death rate from diphtheria and scarlet fever among school children to a quarter of its present figure.

Dr. Christopher believes that immunity from the two most fatal of children's diseases would be purchased cheaply at that price. Among other data he presents the following, which serves as a forceful argument in behalf of his plan—a consummation devoutly to be wished and which will undoubtedly be provided for at the next meeting of the board:

New York spends \$200,000 a year to protect its school children from contagious disease; Boston and Brooklyn spend almost half as much. New York employs 150 inspectors, paying them \$125 a month to overlook one school each. Last year 140,000 children were examined in New York alone and the health officials of the city are enthusiastic in their approval of the system. In Boston and Brooklyn the results of the inspection are just as evident in the lowered mortality among children.

Here in Chicago there can be no doubt that the opening of school is the beginning of the diphtheria and scarlet fever season. The average increase in the death rate from these two diseases in September over that in August is nearly 25 per cent. The two months are so nearly alike in climatic conditions that the only explanation which can be given for the increase is the herding together of our 250,000 children without anything like a medical inspection to weed out the ailing from among the strong.

The necessity of some such inspection to protect the healthy children must be apparent when it is a known fact that the germ of diphtheria remains active in the throat of convalescent children for weeks after their apparent recovery and the disappearance of the diphtheric membrane. One case is on record of such a survival for seventeen weeks.

The germ of scarlet fever has not yet been isolated and identified, but the symptoms are so familiar to practicing physicians that it will be easy for the inspectors to guard against its introduction into the schools.

Diphtheria and scarlet fever are so peculiarly dangerous to children that I have emphasized the need of guarding against them. The inspection, however, would be directed against measles, mumps and the less deadly contagions as well against these two. All pupils who have been absent continuously for four days will be examined, whether they show any abnormal symptoms or not, and sent home until the bacteriological report establishes their fitness to return to their classes.

Dr. Reilly of the city health department has promised cooperation in the work, even to the extent of adding new men in the bacteriological laboratory if the present force is unable to examine without delay all the cultures we send in.

Of course the system of inspection, as I have outlined it, will not be perfect. Perfection is altogether a matter of expenditure, and I am content to make a beginning. The weight of professional opinion, both here and in New York and Boston, is overwhelmingly in favor of a rigid inspection of the public schools.

In his able presentation of his proposition before the

committee on school management, Dr. Christopher has the active assistance of the Chicago Health Department in Drs. Reynolds, Reilly and Jaques and, among board members, that of President Graham H. Harris and Trustee John T. Keating, the two latter gentlemen contending for the proposition on the high ground that, to use the words of President Harris, "it is the duty of the school board to look after the health of pupils."

It is certainly the belief of all modern educators that it were far better for the child to remain in idyllic ignorance of even the invention of Cadmus than to in any degree jeopardize his health. As we have before stated in this magazine, *a ton of knowledge gained at the expense of a single ounce of health costs far more than its value.* That the clarion cry of President Hall is being heard and heeded is evidenced in the keener interest manifested in the health of the children. "Sooner or later everything pertaining to education, from the site of the buildings to the contents of every text-book will be judged from the standpoint of health. What shall a child give in exchange for his health, and what will it profit the child if he gain the whole world of knowledge and lose his health?"



Away with this violence! Away with this compulsion. Nothing, I believe, more dulls and degenerates a well-born nature. If you would have a child fear shame and punishment, do not harden him to them. . . . Where their profit is there should also be their pleasure. Such viands as are proper and wholesome for children should be seasoned with sugar, and such as are dangerous with gall! . . . How much more respectable it would be to see our classrooms strewn with green boughs and flowers than with bloody birch rods. Were it left to my ordering I would paint the school with pictures of joy and gladness, Flora and the Graces, as the philosopher Speusippus did his. - *Montaigne.*

## LOCAL HISTORY SCHOOL CLUBS.

THE moving spirits in the educational circles of Philadelphia have not only evolved, but have put into practice a new idea in teaching that certainly has much in it to commend it to general use over the country. This new movement consists in the organization of local history school clubs and to interest both pupils and teachers in the study of the local history of Philadelphia. The following questions which they propose to the local clubs illustrate the scope and purpose of the work in mind:

Are there any historic houses or places in your section? What streets in your section are named for distinguished men? What distinguished men or women were born, have resided or are buried or are now living in your section? Had your section been connected in any way with incidents of the colonial period, with any event of historic importance occurring between the revolutionary period and 1861, or with the civil war period? What monuments are there in your section? What boys or girls who have attended your school have attained to national distinction?

A similar plan has been carried on very successfully in Boston, and with an equal degree of success in certain local centers in the central and western states. One of the most charming and interesting pageants we ever witnessed was the parade and exercises of the Minneapolis school children on the occasion of the removal of the oldest house in Minneapolis from its original site. It was a day of unusually great profit to both pupils and teachers of the Minneapolis schools. The remarks of the Chicago *Tribune* in a recent editorial in the advocacy of similar local history clubs for the Chicago schools are apropos of the situation in any locality no matter how "new" its history.

It is true Chicago history does not extend far back, and yet it has much that is of interest. But what Chicago pupil knows anything about it? How many scholars know any-

thing about the voyages of the early Jesuit explorers in this region, the first settlement of the city, its relation to the Indian wars, the massacre and the events which led up to it, the beginnings of the city commercially and politically, the causes which induced rapid growth, and many other events of interest in its early annals? The pupils of our public schools know more or less about ancient Greece and Rome and our revolution against Great Britain, and possibly something about the war of secession. They know what Achilles and Cæsar did, and probably are familiar with the lives of Helen and Cleopatra, but what do they know of what Joliet and Marquette and General Dearborn and Major Kinzie did? What do they know of the lives of those for whom so many of our streets and public buildings have been named, or of the significance of our various landmarks? It is well enough to know about Greece and Rome, but it is also well to know something about Chicago as a stimulus to local pride and an addition to the stock of general information. It is not necessary that this should be an addition to the general curriculum of the schools or involve any added expense. It can be covered by the organization of clubs upon the Philadelphia plan, and the study need not interfere with the regular study hours. Our schools already have clubs for natural history, music, athletics, vaudeville performances, mandolins, negro minstrelsy, debating and many social and amusement purposes. Why not profit by clubs for the study of local history?



#### LITTLE HICKORY NUT.

A little brown baby, round and wee,  
With the kind winds to rock him slept high in a tree.  
And he grew and he grew till, oh, dreadful to say!  
He tumbled right out of his cradle one day.  
Down, down from the tree-top, a terrible fall!  
But the queer little fellow was not hurt at all;  
And sound and sweet he lies in the grass,  
And there you will find him whenever you pass.

## HELPING THE WEAK.

THE addresses of Supt. Greenwood of Kansas City to his teachers are always so frank and sincere that they might well be called "Heart to Heart Talks of the Pastor with His Flock." In his admirable address at the opening of the present school year, after discussing, in his keen-edged, unique way the function of the school as to teacher, he classifies teachers and certain remedial agencies for the inefficient teacher in brief as follows:

"At the bottom of the list stands the unimprovable teacher, whose usefulness in the schoolroom never began and never will terminate. Between the two extremes, the best and the poorest, are many steps up the ladder of educational success. Remedial agencies lie in three directions: First.—To dismiss wholesale the incompetent. Second.—Not to employ incompetent teachers—a high tariff exclusion. Third.—To remake the poor, when they are employed, into fair or good teachers."

His treatment by the latter process, as set forth in this address, constitutes in and of itself an interesting and valuable contribution to the general problems of school supervision and school administration. Under the sub-topic of "HELPING THE WEAK," Mr. Greenwood says:

"To remake or construct good teachers out of poor ones appears at first view an impossible piece of workmanship, however skilled the master mechanic may be. If there be a substantial basis to work upon, it can be fairly well done. Human development, as well as individual development, is a gradual process. The excessively bright scholars in the long run do not always make the broadest and soundest scholars later in life; yet they do sometimes. Genius can hardly become amenable to ordinary methods of treatment here or elsewhere, and there are a few persons only who seem divinely gifted as teachers. They are few. Out of the twenty per cent. of the poor-class teachers, at

least ten per cent. may be, in due course of time, transferred by degrees to a higher division. They may have the power and potency to become better teachers under favorable guidance, and it is the province of just and sympathetic supervision to help them to help themselves.

"Each individual case requires different treatment owing to personal peculiarities. The principal or superintendent must first make, perhaps rather informally, a diagnosis of the teacher's mental attitude in regard to education—as to its nature and processes, the child as a subject to be educated, the presentation of subject-matter, what are the learner's attitude and knowledge of the subjects as contrasted with the teacher's. To find out how the teacher stands on these and kindred issues, probing, as it were, to the bottom so as to clear up and clear away all rubbish in order that the teacher may have a good look at and into the subject—the nature and the scope of the work in general—are preliminary in order to begin intelligently to lay a foundation for improvement. The teacher may be so constituted mentally as to take hold of but one point at a time; then the progress will be slower. Correct and well grounded ideas form the groundwork upon which the entire teaching process is based and must be fixed as anchors in the mind. It may take considerable time for the teacher to reach definite conclusions, but they must be acquired sooner or later.

"So far the scheme outlined is to lead the teacher from the vague, undetermined, and undefined notions to those of a more definite and real character. To bring this about a sympathetic, friendly manner must be employed, more informal than otherwise, and entirely free from the mightiness of professional dignity. It should be the attitude and the manner of an older person leading a younger one along a new road, through narrow and difficult passes, into a more delightful prospect, where the scenery may be viewed each time with greater appreciation.

"Thus far the question has not been, 'What does the

principal or the superintendent think about education and teaching?' but 'How are these matters arranged in the teacher's mind? How does she see them?' This question once settled the leader decides whether to remove errors root and branch or to pluck out and replant; or thin out and reset.

"It is help, sympathetic guidance from darkness to light, that the average teacher needs, and principals and superintendents should ever be ready to give assistance in the kindest spirit and in the simplest manner. The teacher should be, above all things else, intelligible, able, honest, willing to learn and to work so as to render the best and most effective service possible and should not regard friendly suggestions as fault-finding and impertinent criticism."

The supremely self-satisfied present another possible danger.

"When once the idea becomes established that a corps of teachers has reached the maximum of efficiency, however selected, routine begins its leveling work. Degeneration sets in. Such a corps needs frequent electrical mental treatment to arouse their latent and dying energies. Self-satisfied, they are crystallizing, or are just beginning to enter upon that stage. The danger signal should be kept flying as a warning."



#### PSYCHOLOGY APPLIED.

I begged she'd play with many a "please,"  
In vain was my appealing;  
I held her hands upon the keys,  
And music came with feeling. —Edward Max.



The katydid says it as plain as can be,  
And the crickets are singing it under the tree;  
In the aster's blue eyes you may read the same hint  
Just as clearly as if you had seen it in print;  
And the corn sighs it, too, as it waves in the sun,  
That autumn is here, and summer is done.

—Persis Gardiner.

## OUR "CRAM" SYSTEM OF EDUCATION.

"THE PRESENT COURSE OF STUDY IN THE SCHOOLS SEEMS TO ME TO BE IMMORAL."

This was the bold and significant utterance of Principal Charles I. Parker of South Chicago High School before the central council of teachers Friday afternoon. The words were called out by a motion made by the equally bold and original Homer Bevans, principal of the La Salle School of the city of Chicago, before the council of school principals at their recent meeting. Principal Bevan's motion was to the effect that the entire system of councils of teachers be taken up with the discussion of the question of a course of study "to be considered both as to motive and matter—that is, text-books and the reasons for their adoption. In supporting this motion Principal Parker expressed his opinion of the present system as follows:

"It tends to make pupils dishonest; it teaches the children to 'cram' for examinations; it induces the young women to use all their blandishments and fascinations on the teachers to get high marks. There is no education in the motive underlying the present course of study. It is 'cram,' and not until we make education the motive of the course will we get ethical education."

For candor and fearlessness of statement as well as praiseworthy judgment of educational facts and forces one can always bank on "Charlie" Parker. He voices in the above statement the opinion of many who are convinced of the defects of our present system of education, but who have never had the confidence or "nerve" to express their well-founded convictions and yet are heartily glad that someone has said it and that boldly.

The trenchant statement made recently by Mr. Jacob A. Riis suggests the line along which the best solution of this puzzling problem may be attained:

"The cram and jam are being crowded out as common-sense teaching steps in and takes their place, and the three H's—the head, the heart and the hand—a whole boy—are taking the place too long monopolized by the three R's."

## GHOSTS OF THE DAY.

When you sit among the shadows,  
As they lengthen one by one,  
Are you haunted by the mem'ries  
Of the wrong things you have done?

Do you see the children's faces  
Grieved that day by angry words  
When impatient you had chidden?  
Is this what your sight affords?

Frightened looks and lips drawn tightly  
Thus to keep the heart sobs down,  
As the sorrow in their glances  
Meets your unrelenting frown.

Did these ghosts come with you homeward?  
Do they mar your hour of rest?  
Do they make the day seem fruitless?  
Are you by such thoughts oppressed?

What would we not forfeit gladly  
Just to summon back again  
Happy hearts and trusting faces!  
If we could but draw the pen

Of the pitying, listening angel  
Through those cruel words we said,  
And upon the page thus canceled,  
Write with letters flaming red,

How forgiveness has been purchased  
By the Savior on the cross,  
And, restored to our keeping,  
Is that dear child's love once lost.

But this prayer is not granted;  
Yet there'll come another day,  
When all traces of our anger  
From our hearts have gone away.

And we hasten to our schoolrooms,  
And before it is too late,  
Try to teach the child to love us  
Ere he shall have learned to hate.

" May we be to these dear children,  
Who are in our daily care,  
Emblems of the Heavenly Teacher."  
This, our soul's repentant prayer.

—ALICE HAMBLIN.

2102 Second Ave. S., Minneapolis, Minn.

## ON SOME FORMS OF ADENOID DISEASE WHICH ARE OFTEN OVERLOOKED, AND ON CON- DITIONS WHICH MAY SIMULATE ADENOID DISEASE.\*

THE terms "adenoid disease," "adenoid hypertrophy," "post-nasal obstruction," "mouth-breathing," are so commonly associated that they are considered as almost synonymous. It is not uncommon for patients to be told that there can be no adenoid hypertrophy because there is no snoring or open mouth; and by no means infrequent that cases are referred to specialists for operation where the only symptom is inability to keep the mouth closed. So many of such cases have come to my notice that I have thought the possibility of one condition existing without the other was not sufficiently borne in mind.

The two points which I wish to make are: First, that adenoid disease often exists and causes symptoms demanding operation, without there being mouth-breathing or apparent nasal obstruction; and second, that mouth-breathing may be caused by many other conditions than adenoid disease.

At birth the vault of the pharynx is occupied by ridges or folds of lymphoid tissue arranged like an open fan, or the cerebral convolutions, with depressions between them, the central depression being generally the largest. If the ridges increase and hang down as separate masses, the name "vegetations" is often given to them, while the term "pharyngeal tonsil" is commonly applied to a more or less uniform, rounded, firmer enlargement with but little prominence of the ridges. The post-nasal space of the young child is small, and is merely a part of a tube which connects the anterior part of the nose with the larynx. There is practically

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\*Read before the Boston Society for Medical Improvement, January 10, 1898.

none of the dome-shaped cavity with which we are familiar in the adult. This narrow tube is easily encroached upon by even a slight hypertrophy in any part of its length. Hence in the infant a very small amount of adenoid disease may cause a considerable amount of obstruction to breathing.

Let us suppose a child has reached the age of twelve years and the post-nasal space has developed into a good-sized cavity while the adenoid tissue has remained small. From a succession of colds, the grip, or a contagious disease, the membranes of the nose and throat have become much inflamed, and with them the adenoid tissue, where the inflammation is very prone to remain long after the rest of the nose and throat are well. As a consequence, we may have a chronically inflamed, but not necessarily obstructive, gland which pours out secretion, forward into the nose and downward into the lower pharynx, larynx and esophagus, causing rhinitis, pharyngitis, cough, hoarseness, loss of appetite and indigestion, sensitiveness to cold, etc. I have seen this state of affairs, started by a cold in November, continue through the winter and till warm weather.

We will call this the small catarrhal adenoid, which can occur without causing mouth-breathing in patients whose post-nasal space is of good size. I have had a number of cases under my care, from fourteen to eighteen years of age, where the growth and enlargement of the bony framework of the post-nasal space seemed to be accompanied with quite a marked secretory activity of this pharyngeal tonsil, and the frequent and prolonged colds have given rise to the idea that the children had outgrown their strength, when, in reality, all that was needed was removal of a focus of irritation and disease. The idea that the physiological atrophy of an organ is a normal process and needs no medical or surgical interference has certainly not proved true in my experience. This atrophy often takes place at a later date than is usually assigned to it, and after the obstructive symptoms have disappeared an abnormal

amount of secretion in the throat is a sign that, although the gland may be smaller, it is certainly not without activity and may require attention.

After the catarrhal symptoms have abated, and also quite apart from them, there may be disturbances caused by this relatively small growth; that is, small in comparison with the space which contains it. I think all will agree that the size of the growth is not a certain index of the number or severity of the symptoms. Some large growths may be accompanied by a minimum of discomfort, whereas in certain cases a small growth may be the starting-point for many reflex troubles. As a consequence, we are often called upon to treat cases where there is no mouth-breathing, but where various nervous phenomena demand the removal of what adenoid tissue there is. This may be true in croup, chorea, nervous twitchings, hoarseness, hacking cough, scraping of the throat, to say nothing of diseases of the ear. We may make a comparison with chronically diseased tonsils. It is not by any means hypertrophy alone which requires treatment. *Small* tonsils with diseased areas and follicles prone to inflammation demand attention equally with the *hypertrophied* glands. Many young persons go through a period of so-called delicate throats from diseased adenoid or tonsillar tissue without hypertrophy, and recognition of the existence and importance of non-obstructive adenoid disease should bring about a diminution in the number and duration of such cases.

Coming now to the second point, conditions which may simulate adenoid disease, any obstruction in the upper air-passages above the uvula may necessitate mouth breathing; deviations, spurs and ridges of the septum; weakness and falling in of the alæ; catarrhal secretion which children neglect to blow out, and which adheres to and stops up the nose; chronic eczema of the anterior nares, with formation of crusts which block the nostrils. It is not very uncommon to find the openings of the nostrils too small. The interior of the nose may not be large enough for the individ-

ual. The septum may be straight and the turbinates not large, but the nose seems built on too small a plan, a sort of misfit. Children's noses are small enough at best, and any reduction in size may lead to snoring and mouth-breathing. It is often a matter of great difficulty to determine whether a given nose is large enough for its proper function. Its weak points are best observed at night. I have in mind a number of patients who habitually wear some form of internal expander at night to dilate the nostrils. As children they had many symptoms which suggested adenoid disease, but repeated examinations showed the absence of post-nasal obstruction.

Hypertrophy of the turbinates, especially of their posterior ends, in young adults may have a close resemblance to adenoid disease. The two may be associated, but not necessarily so. The rare congenital closure of the posterior choanae by a membranous or bony diaphragm, especially when the occlusion is not total, may easily give rise to the idea that the more common adenoid growth was present.

In young adults I have seen a number of instances of bilateral hypertrophy of the submucous tissue of the posterior end of the vomer, which had persisted for some time and which had been considered to be post-nasal obstruction requiring operation.

Retro-nasal fibromata springing from the basilar process may simulate adenoid disease, but when they are large they cause a much greater degree of obstruction than adenoid disease. Polypi in the posterior part of the nose, especially when projecting into and filling the post-nasal space, are a possible source of error, but are so uncommon at the age when adenoid disease is usually found that they seldom cause the mistake to be made.

I have often noticed that the post-nasal space itself was small, the distance between the Eustachian eminences much reduced, and, at times, these eminences enlarged and encroaching on the calibre of the space. This condition may go with a narrow nose, and both may have been brought

about by former adenoid hypertrophy, which has atrophied, subsequently leaving the bony parts too small. The post-nasal space, being thus smaller than it should be, serves to hold back somewhat the air from the nose, especially when there is any acute swelling or undue amount of secretion, and the same obstructive symptoms may exist as were present before the disappearance of the adenoid disease. This similarity of symptoms sometimes leads to disappointment on the part of parents when they fail to see the great improvement in breathing which they had hoped for as a result of operation on their children.

The distance from the soft palate to the posterior pharyngeal wall may be much diminished by a forward projection of the upper vertebræ, which is not by any means uncommon, or the soft palate itself may extend backward so far as to leave but a small cleft for the passage of the air, and hence mouth-breathing may be necessary. In such cases it is often very difficult to obtain a view of the post-nasal space with the mirror through the narrow opening, and it may be almost impossible to pass the finger up behind the palate.

The jaws and teeth may be the sole cause of the open mouth, and children with irregular and very large upper teeth often find it impossible to keep the lips closed over the teeth. The enormous, central, upper incisors which appear in some children at the time of the second dentition are plainly too large for the upper lip, which has not begun to assume adult size. If we were obliged to buy, at eight years of age, a hat that would be the right size for us when we were twenty-one, we should not be very much surprised if for a number of years we had a very poor fit. The same holds true of the teeth. These large incisors, not covered by the small upper lip, and the open mouth cause the parents to believe, very naturally, that there is some post-nasal growth, especially if some kind friend or neighbor repeatedly suggests this as a probability. If the mouth is kept open from necessity there may ensue pharyngitis, large ton-

**sils.** cough, disease of the nose, etc., symptoms strongly suggestive of adenoid disease.

Occasionally I have seen the tongue too large to remain comfortably between the teeth when the mouth was closed and, from the resulting open mouth, the post-nasal space was suspected.

The specific snuffles of the young child may simulate adenoid disease very closely; and as the post-nasal space and fauces may be too small for the passage of the finger, it is well to bear in mind the possibility of specific disease whenever nasal or post-nasal obstruction is present, especially in the infant. Specific adhesions, bands, hypertrophies, ulcerations with secretion, may cause obstruction later on.

JOHN W. FARLOW, M. D.

*Boston, Mass.*



#### A SOLILOQUY.

The task is finished. The time is gone  
Wherein I might have done  
More good deeds than I did;  
Or rather, say an abler soul  
Could have better filled my place,  
For I did the best I could.  
Yet though I did my best  
Someway I do not feel content.  
I did not do the best I knew.  
Our passions rise sometimes  
And we act against our reason;  
But if we struggle for the right  
And try to do the best we know,  
Then we do the best we can.  
I know my work has been some good,  
Some seeds have been implanted  
That will grow and bring forth fruit;  
Yet when I count the failures  
I feel a sad regret.  
But a new task is before me—  
New work to be begun—  
With new hopes I shall begin it,  
Trusting it to be the truth  
That no task to one is given  
Greater than his strength to bear:  
And although a better person  
In my place might better do,  
I will strive to do my best  
In the place He wants me to.

MARY REX.

*Hebron, Ind.*

## BRIGHT HAPPENINGS IN MY SCHOOLROOM.

### I.

I FOUND a story that brought out the disagreeableness and the evil effects of selfishness without moralizing. It was a story which especially appealed to primary children and, having occasion because of some signs of selfishness among my babies, I told it at morning exercise time.

The story told of a little boy who had a saucerful of jelly which his mamma had told him to divide with his brothers and sisters. Instead, he ran to the barn, climbed into the haymow and ate it all, then remained hidden so he would not be questioned about it. In the meantime his brothers and sisters were having a lawn party with cake and jelly and ice-cream and all sorts of good things a neighbor had sent them.

When I had finished it was plain to be seen that everyone understood that the boy in the haymow was "left" and his selfishness well punished. Up came the hands and many were the experiences the children wished to tell me to prove their individual unselfishness. The following is the climax: Clarence said, "I had a *whole sack full* of candy one day, and I gave Julia nearly every bit! *I had the toothache that day!*"

### II.

This is what my tiny Mildred  
Said to me one bright spring day,  
When all the other children  
Brought me flowers bright and gay:  
"Grandma had some lovely tulips,  
Every one a pretty cup,  
And I meant to bring some to you,  
But they all were wounded up."

### III.

Last autumn my children learned Helen Hunt Jackson's beautiful poem, "October." When we came to the couplet,

"And in the fields still green and fair,  
Sweet aftermaths are growing,"

I found it necessary to explain the meaning of "aftermaths." The children liked the word and ever after that couplet was a favorite, recited better than any other by the entire class

Some time after, Clarence Shivvers, a bright boy of six, came into the house with some late pansies, plucked from among the fallow leaves outside, and said to his mamma: "These pansies remind me of Helen Hunt Jackson's 'aftermaths.' "

#### IV.

A late edition to our supplies is a nest of measures. When they were brought into the schoolroom, I presented the half-bushel first, supposing it would most likely be the one with which the children might be familiar. One little girl thought it was a bandbox, a boy called it a drum, but the correct answer finally came, and the use of the half-bushel was next considered.

I then held up the quart-measure and asked, "What would this hold?" The response came quickly. "Axle-grease!"

CARRIE VAN GILDER,

*Knoxville, Ia., Oct. 18, 1899.*

1st Primary Grade.



#### THE BIRD.

Oh, happy life, to soar and sway  
Above the life by mortals led,  
Singing the merry months away—  
Master, not slave, of daily bread.  
And, when the autumn comes, to flee  
Wherever sunshine beckons thee.

—Lowell.



In the chill sunbeam of the faint brief day  
The dusky waters shudder as they shine;  
The russet leaves obstruct the struggling way  
Of oozy brooks which no deep banks define.

—Coleridge.

his imagination and his feelings. This lack of reason to guide and temper his emotions leads to extremes. He either loves intensely or not at all. The same is true of what he hates. He either craves sympathy and clings to the strong, or shrinks from that person or thing which gives him unpleasant impressions, and often from those who have given him no apparent cause for dislike. The "unaccountable waywardness" of children is generally due to this fact. His imagination often creates unpleasant feelings and he acts accordingly. But is there nothing to which resort may be made with any certainty of successfully combating these conditions before reason comes to the rescue? Yes, sympathy—and we believe that sympathy only can undo the mischief wrought by the child's imagination. This craving for sympathy is strong, native and universal in children. It must be noted, however, that it is more intense in girls than in boys. It often shows itself in a tendency to exaggerate ailments. Girls, more than boys, often feign ailment to beget sympathy, there being a dearth of it under normal conditions. In other words, this feigning sickness is often due to the fact that only has sympathy been shown when the child was ailing. It too often happens that while it has a monopoly of sympathy at such times it seldom gets it under healthy normal conditions. All this should be reversed if we wish to contribute in the highest sense to the mental and moral growth of the child. It is neither proper nor wise to add to this tendency to self-consciousness on the part of the child during the ailments peculiar to childhood by giving them undue importance. What the child nature requires is that sympathy which puts itself into the spirit of its plays and work. Sympathy affords the best conditions under which the child may create its highest ideals. Sympathy alone can unite the soul of the child to that of his associate—be it playmate, parent or teacher.

L. W. FIKE,

Nebraska State Normal.

Aug. 21, 1899.

## CLOTHING FOR CHILDREN.

SCHOOL children especially should be properly clothed —warm woolens in the winter and dresses comfortable, graceful and neat. If the hands, feet and head are properly protected they will be saved many a cold that sometimes ends seriously.

For the coldest weather woolen stockings of a light weight are to be recommended. Shoes of medium soles are better than clumsy, extra thick ones. Gossamer rubbers should be provided for all seasons, save midwinter when the heavier storm rubber is worn. Their shoes should fit well. Too large as well as too small shoes are apt to, and do cause all manner of painful affections of the feet. Great care must be exercised that they never go about with wet feet or damp clothing. Every precaution should be taken to guard against cold, which is many times the origin of terrible diseases. Do not allow girls to wear Oxford ties in the street as they need the support of shoes around the ankles. When cool enough for gloves get the jersey woolen ones that fit so as to allow one to hold a book or umbrella comfortably. In a cold, bleak country give girls hoods and keep their ears warm, though many now object to hoods as being old-fashioned. Even with a cap, ear mufflers should be worn, or cover the face with a thick veil —in any case, protect the ears. Be careful to dress growing girls sensibly, giving them room to grow and not retarding their growth by tight-fitting, uncomfortable garments. Keep everything as light in weight as is compatible with warmth; hence the advantage of all-wool clothing, which gives warmth with the lightest weight. The water-proof cloak must be large enough to slip over the fall or winter wrap, and thus prove practical for both rain and snow, affording no excuse for leaving it at home.

In choosing clothes for a boy remember that they have to stand hard wear and should be of the color and material

that will endure this with the least detriment possible. A boy's clothes should have *expansive pockets* made of some very stout material. A hole in the pocket may mean the loss of some boyish treasure of great value to the owner. A boy should be taught to take care of his clothes as far as possible. This is not difficult with some children, and persistent training will have an effect even on the most careless. Leather and cloth knee protectors or leggings do good service when long stockings are worn with short trousers. Uneven exposure of the body is of course inconsistent.

For the good of our children let us lend our influence toward simple garments. They should never be conspicuous in cut, trimming or richness. Simplify in all these matters or we shall be swallowed up in the details of civilized life. However, it requires an all-round common sense to adjust the clothing to varying conditions of climate so that the body shall abide in perfect harmony, which is health. Clothing should serve the threefold purpose of warmth, protection and adornment.

MRS. GEO. J. PRINCE.

*Flora, Ill.*



IF.

If we noticed little pleasures  
As we notice little pains;  
If we quite forgot our losses  
And remembered all our gains;

If we looked for people's virtues  
And their faults refused to see,  
What a comfortable, happy,  
Cheerful place this world would be!

—Adele E. Ingersoll.



Oft have I walked these woodland paths,  
Without the blest fore-knowing  
That underneath the withered leaves  
The fairest buds were growing.

—Leighton.

## CLUB DEPARTMENT.

ONE of the best family clubs in existence is the Oakland Culture Club of Chicago. It is a club for profit as well as pleasure. On each alternate Monday evening the members of the club assemble in their beautiful hall in the Hampden Building for the critical study of Shakspare, under most competent leadership. The meeting every other Monday night is devoted to special topics. For example, there are on the program an "Irish night," with an illustrated lecture by Hon. John F. Finnerty; a Scottish night with Highlanders in costume, Scottish songs and poems, and everything else to remind one of the "Land of the Thistle." Recently the special topic was "The Religious, Social and Club Life of Chicago." The program was prepared by Mr. David S. Geer, whose remarks, so well conceived and so admirably expressed, greatly enriched the evening's exercises.

Professor Graham Taylor of the Chicago Commons spoke in his characteristically straightforward and earnest manner of "Churches and Charities," and plainly showed the difficulties in the way of the churches in the management of practical charities. His admirable address, which voiced his own large-hearted, broad minded, deep-chested manhood, was a convincing argument for the social-settlement idea—the idea to which Professor Taylor and his associates are devoting earnest thought and zealous activity.

Professor Taylor was followed by Miss Lillys M. Ringland, to whom had been assigned the subject,

"LITERATURE, SOCIAL AND CLUB LIFE OF CHICAGO," and the chairman in presenting her said that while the subject was well worthy an entire evening, the committee had limited the speaker to ten minutes.

Among other things, Miss Ringland said:

In that celebrated book, "Through a Looking Glass,"

there is an interesting personage called the White Queen, who practiced until she was able to believe as many as three impossible things before breakfast. Interested as I am in the subjects I have, "The Literature, Social and Club Life of This City," I have had to practice very hard to deceive myself into the belief that I could deal satisfactorily with them in a five-minute paper; or, even eliminating the time element, that I could produce any result that would be definite since the subject is so broad and so complex. Therefore, I disavow from the start any hope or intention of doing justice to these subjects but will merely present the small amount of facts which I happen to possess.

If we hold the mirror up before Chicago's literature, we can see as well defined as any form reflected therein, Eugene Field, the children's favorite poet. He stands now on the far side of the stream, but he was, as all agree, a true and gentle poet whose work is dedicated to the chaste and beautiful the world over. In such poems as "Over the Hills and Far Away," we get the pathos of human life; in the "Rock-a-by Lady from Hush-a-by Street," the freshness and innocence of babyhood; in "Jes Afore Xmas" and "Seeing Things at Night," a picture of jolly, reckless genuine boy-life. His poems have been called "Field Flowers" and have the daintiness and beauty of eternal spring.

There is a project on foot to put up a monument to his genius. The Monument Fund Committee consists of such men as Melville Stone, H. H. Kohlsaat, Victor Lawson, H. W. Seymour and Wm. Penn Nixon.

Another idealist who has passed through the looking glass and gazes backward from beyond, is a worn and hard-worked woman, Mrs. Martha Evarts Holden, known by her strings of amber beads as "Amber." She in apt words presented to us these common ideas and observations which come to all as we pace these streets, but which only the gifted can put into words. She had a sympathetic word for the bashful child and the country maid new-come to Chicago, or stinging ones for the slangy, mannish woman, for the man

with ear-muffs and rubbers, for the large-headed street-car conductor or "the ubiquitous, never dying expectorator." In reading her chatty books we find many thoughts worth while.

We take pride in the clever work of Lilian Bell. The book, "Love Affairs of an Old Maid," reveals genuine insight into human nature and has done missionary work in revealing to Chicago's bachelor women the blessings of their lot.

We are all familiar to a greater or less degree with the names and writings of Opie Read, Hamlin Garland, Dr. Gunsaulus, Clara Louise Burnham, Austin Granville, George Ade, Herrick, Fuller, Paines, the clever author of the "Dooley Sketches," and many others. Some of them, as Anthony Trollope would say, "have written because they had a story to tell, and others because they had to tell a story." Others still, in the words of Arlo Bates, "have as patron saint the needy Knife Grinder of Canning, with his 'Story! God bless you, I have none to tell, sir.'" But, to discuss their merits and demerits, time is lacking and we must leave them with the mere mention, proud as we are of their worthy efforts and admirable achievements and point to the fact that through them Chicago has a literature of its own, as well as the most interesting, the best looking, most spicy and newsy newspaper of the world to-day.

Our social life and club life here is like our ever-present breeze, blowing from we know not where, carrying us along perforce, enveloping us in a thick dust of duties till we can scarce see arm's length ahead, hustling us ever onward to round the corner of the next club meeting—yet after all a good and beneficial force, leaving us breathless at last in the quiet of our homes, glad at heart that we have been part and parcel of the whirl outside.

The character of society depends upon the individual. Here, among our versatile, energetic people, where so many ambitious elements so widely different in character

work out their various projects, the description of social life is not easy.

Perhaps you mean by society the operations of the people in our blue book. Their influence is felt not only here but in Washington, in New York, in Newport, in Lake Geneva and in Californian, Mexican and Florida resorts. There is the tremendous German element, with its partially foreign social functions, its fine club-houses and broad social life. There is the Hebrew Society with magnificent club-houses and exclusive gatherings at the Standard and Lakeside. There are the Social Settlements—the great church families. There are wide and fundamental differences. It is a far cry from an evening at Hull House to a ball at the Auditorium, a long step from the quiet of a Kenwood Sabbath to a Blue Island Avenue Sunday.

The first social and club life in Chicago consisted doubtless of settlers' bees and the famous husking and quilting parties whence the gallant lads delighted in "seeing Nellie home." But with the growth of the place that system has increased and ramified till our entire city is honeycombed with an elaborate system of clubs and societies devoted to every conceivable end and aim.

There are clubs for pleasure and profit, clubs devoted to politics, art and religion, to the saddle, cycle and golf, to chess, to checkers, to bowling and cards, to the schools, to reform, to languages and to culture in every form. There are the great secret societies, historical associations, scientific bodies, temperance unions, anarchist gatherings, to say nothing of the Republican Marching Club and the Cook County Democracy, so much in evidence in our street processions.

More important in some particulars than any other, and it is to be hoped with ever growing patronage, is the Chicago Art Association. To this association belong possibly forty of the leading clubs of the city, including such as the Union League, Niké, Arché, Century, Culture, Klio, Central Art Association, Lake View Art Association of Young

Woman's Club, Art Students' League and others. The annual dues of each club are two dollars, and each club is represented by its president and one other delegate chosen by the club. The association calls our attention to such facts as these. (*a*) That by their efforts prominent artists of Chicago and vicinity have been induced to enter meritorious work annually for exhibition at the Art Institute, thus founding a Chicago Salon. (*b*) That the clubs belonging have contributed by purchase or award of prizes to the substantial encouragement of local art; and by receptions at the Institute have brought about a wider personal acquaintance between artists and the community. Lastly, that the state legislature has provided for an art commission to prevent the introduction of unworthy works of art into our parks, etc.

St. Ursula, who, according to pious tradition, devoted herself many centuries ago to the advancement of her sex, and who is the supposed patron of womankind, must be filled with satisfaction as she reviews the array of women's clubs in Chicago. The best known is the centrally situated "Woman's Club" with a large, influential and wealthy membership, containing several important departments, such as Reform, Philanthropy, Literature, etc. Other clubs modeled on this style exist in the different sections, such as "Englewood Woman's Club," "Lake View Woman's Club," etc. With a more single eye to art study, we find, as our neighbors on the South Side, the Niké and Arché Clubs. These two, founded about fourteen years ago, are very important elements in the art culture of the city.

There are scores of others devoted to every possible aim and ideal, even the one called the "Bachelor Girls' Club," which had originally twenty-one members; but its power in the West Side community is lessening since fourteen charter members have taken the bridal veil.

The last few years have seen the formation of a large group of Public School Clubs which are beginning to make themselves felt in this city. The "George Howland Club"

consists of men principals; the "Ella F. Young" of women principals. There is a "Cook County High School Association" and a "High School Teachers' Club;" a "Grade Teachers' Federation," "Teachers' Club," and "Octavius Club" consisting of head assistants, to say nothing of the numerous organizations at the Chicago University.

Rivaling the Men's Athletic Club we have now the Women's Athletic with a fairy-like clubhouse where the dames of fashion resort. The Union League and Hamilton Clubs have a powerful influence in the social and political world, and there are others of like character if less note.

The general effort this evening as I understand the subject, "Chicago," is that we may have conscious knowledge rather than general impressions of our city—to learn to estimate ourselves truly, to know our place in the scale in order that by fair estimate we may escape both boastful pride and undeserved shame. To compare Chicago with other places would be necessary to find a just balance, but that is not possible for me to-night. Yet I may express the hope and the belief that the literature of the future Chicago may be proud of that which is to-day, and still show mental advancement and higher, better-defined standards. Also that in our social and club life the atmosphere may become ever purer and purer through the influence of real culture, religion and philanthropy; so that the Greater Chicago shall ever increasingly mean Better Chicago.

#### MOTHERS' MEETINGS.

The Hancock Mothers' Club, organized and built up by Miss Harriet Marsh, principal of the Hancock School, Detroit, Mich., has been in existence three years and is to my mind the best development of the idea of joint meetings of the parents and teachers of the children along efficient and practical lines. Miss Marsh's plan is so admirable because of the continuity of thought in the plan of work. She has made the parents of the children attending

the Hancock School feel the community of interest and has insured their hearty and intelligent coöperation. Her plan, so excellent, has been made use of in so many of our towns and cities that we herewith recapitulate it for those of our readers who may be interested in organizing mothers' meetings at the schools, and full credit is here accorded the originator, Miss Marsh. The educational sections of the various clubs of devoted, earnest women over our land could well adopt her plan in their own specific localities or centers, with the assurance that the results would be most fruitful. The topics should be of such character as to admit of free discussion by the busy, practical mother who is too fully occupied to do a large amount of reading. As a rule, formal papers should not be presented, but the meeting should be of the nature of an open parliament in which all take part in the discussion. The large amount of common sense with which the average practical mother is endowed is the best stock in trade upon which to draw at such meetings.

If the meetings are initiated by the teachers instead of the mothers, the following plan of Miss Marsh, which we quote from her letter to us, is the most practicable:

"1st. The best way to reach the mothers is (*a*) to print notice of the meetings in all the daily papers; (*b*) to send home by the pupils little invitations written in the form of letters; (*c*) to talk about it to the pupils; (*d*) to excite good-natured competition among the pupils by seeing which class can induce the greatest number of mothers to attend; (*e*) by asking each member who attends to interest herself in bringing at least one mother to the meeting—the poorer and more ignorant, the better. We have not yet succeeded in bringing in all of those who most need these meetings, but I am told their home-life is much influenced by the monthly syllabi we send to them by their children. We hope in time to get all the mothers in.

"2d. My invitation was struck off on the mimeograph—one copy for each pupil, and worded as follows:

" My dear Friends:—

" Next Thursday we intend to hold a meeting for mothers in the school building, at four o'clock, and intend to discuss topics of vital importance to the children. As you are necessarily much interested in these matters, will you not kindly make an effort to be present?"

Following out the lines of Miss Marsh's plan, we present in this issue a few questions which, taken together, might constitute a syllabus as a guide for study in preparation for the meeting. Each month throughout the year a new topic and this syllabus will be presented. The subject selected for month is

#### FOODS.

Please study this paper and bring it to our Mothers' Meeting at the..... School, .....afternoon, at ..o'clock.

1. Is it true that cake, pie, pudding, jelly, preserves and other rich foods often make children cross, irritable and dull in their lessons? Why? Will too much meat have the same effect?

2. Why should nervous, irritable children be given plenty of fruit, vegetables, lemonade, etc?

3. Why is bread more digestible if eaten with butter or cheese? Why should thin people eat foods that contain starch, as potatoes, bread, wheat bread and corn meal?

4. Why is it best to give children a mixed diet of meat and vegetables with plenty of soup made of meat and vegetables? Why is milk good for children?

5. Is it true that raw cabbage cut fine is an excellent thing for the blood? Why is the water in which cabbage has been boiled considered so valuable?

6. Fish is commonly considered a valuable brain food. Why is it injurious as a steady diet?

7. Tea affects respiration and causes perspiration; it is therefore much used in warm countries. Should it be taken with meals or when fasting? Its good and bad effects?

8. Coffee has a greater effect upon the heart than tea

and its tendency is to dry the skin. How should it be taken? Why is it more like an animal food than tea?

9. Is salt necessary to human life? What evils arise from its scarcity? When are pepper and spices necessary? Why is mustard in small quantities healthful? Does vinegar at times aid digestion? State evil effects of too abundant use of each of these condiments.

10. Does the child's bodily or physical health affect its mental and moral health? How? State instances under your own experience.

#### A GOOD EDUCATIONAL PROGRAM.

Mrs. A. P. Stevens, a chairman of the educational committee of the Cook County League of Women's Clubs presented the following excellent program of work for the ensuing year, in the interest of education. Every feature of this program is most praiseworthy:

1. That the compulsory term be changed by the legislature from sixteen weeks to a full school year.

2. That the vacation school be made a part of the public-school administration.

3. That the number of playgrounds be multiplied, and that we protest against the covering of school land with buildings to the exclusion of playgrounds.

4. That we urge the grafting of manual-training and domestic-science teaching upon every grade of the public schools, as we regard these especially essential in the primary grades.

5. That we urge the extension of kindergartens in the public schools.

6. That we continue to urge that the next school census be so taken as to show the number of scholars of compulsory school age by school districts, and the seating capacity by school districts, so as not to have the unoccupied seats in Pullman, for instance, balanced against the lack of seats in the 19th ward and other densely populated sections.

7. That we encourage the movement to open school rooms and school grounds for all proper civic observance

and for lectures and concerts for parents as well as children.

8. That in every way possible we co-operate with the compulsory department of the board of education, to the end that at least one truant school be established on acreage property by or before the close of the present school year.

9. That we co-operate with the women's clubs throughout the state in securing the necessary appropriation for building a woman's hall and for instruction in domestic science at the state university.

10. That we secure by petition to the board of trustees a university-extension course for the benefit of young men and women of this and other Illinois cities who desire university training.

\* \* \*

#### PEDAGOGICAL (?) USES OF THE BARREL AND HOG.

Sometimes, when I see my little boy hugging himself with delight at the near prospect of the kindergarten, I go back in memory to the day when I was dragged, a howling captive, to school, as a punishment for being bad at home. I remember, as though it were yesterday, my progress up the street in the vengeful grasp of an exasperated servant, and my reception by the aged monster—most fitly named Madame Bruin—who kept the school. She asked no questions but led me straightway to the cellar, where she plunged me into an empty barrel and put the lid on over me. Applying her horn goggles to the bunghole, to my abject terror, she informed me, in a sepulchral voice, that that was the way bad boys were dealt with in school. When I ceased howling from sheer fright, she took me out and conducted me into the yard where a big hog had a corner to itself. She bade me to observe that one of its ears had been slit half its length. It was because the hog was lazy, and little boys who were that way minded were in danger of similar treatment; in token whereof she clipped a pair of tailor's shears suggestively close to my ear. It was my first lesson in school. I hated it from that hour.—*Jacob A. Riis*, in November *Atlantic Monthly*.

## THE EDUCATIONAL CURRENT.

EDITED BY CLARA KERN BAYLISS.

**Our Motto.** TO educate the child we must educate the parents along with him. We cannot greatly elevate the child so long as his parents act as dead weights. We must make our schools houses the clubhouses of the community where children and adults can have reading-rooms, lectures, study-classes and social entertainment; and we must make our church educational centers, where God's work—the uplifting of humanity—goes on every day in the week.

**Gifts for Education.** ALREADY this year there has been given to colleges and universities \$24,385,000, almost \$11,300,000 more than last year. The smallest donation has been \$100,000. The largest, \$1,000,000, was given by Mrs. Stanford to the Leland Stanford Jr., University. This is the only university of which we ever heard it said that it had more money than it knew what to do with.

**Superficial Education.** IF "some power wad the giftie gie 'em to see themselv's as ithers see 'em," what a deal of silly conceit would be taken up of some of the so-called educated. The high school and college should fit boys and girls for a life of usefulness; should multiply their facilities for sustaining and enjoying existence; should leave them wholesome-minded, practical, sensible. As a matter of fact, however, there is complaint that education makes fools of young people and unfit them for useful occupations. The complaint is not well founded in that it is not education, but a mere smarting of superficial attainments that makes fools of our youth.

When boys who have prided themselves on their record in college boat crew and football team are unable to work on the farm or even mow the lawn of a village lot, when girls who have ridden the bicycle, or played tennis, or danced or vaulted in the gymnasium of a seminary by the hour, find themselves altogether too delicate to sweep a room or prepare a meal, there is something radically wrong with their pseudo education; and when we hear them say, "I don't care much for the society of those who have not been to college. Don't you think it makes a great difference in a person to lead a college life?" we know what it is that is wrong, and feel constrained to answer their query: "Verily, it does seem to make a difference. It renders some better equipped for life and renders others consummate idiots."

Of course the fault lies, primarily, in the individual, but a certain degree of blame belongs to the so-called education itself. Education should eradicate, not accentuate individual weaknesses. It ought not to be possible for a young man or young woman to come from any institution of learning with a contempt for labor and the everyday affairs of life. They should be kept in constant touch with practical things. Under present conditions they live in communities removed from home and home duties, and for three or four years engage in only such physical activities as are utterly divorced from any purpose of usefulness. Indeed, the very pith of their delight in athletic sport seems to be that when it is all over there is no residuum of any earthly or unearthly value. Until students can be convinced that it is quite as manly to lay up walls and lift building-timbers as to injure themselves for life in football rushes and bicycle races; until they can believe that muscular force is for useful rather than spectacular purposes, their education will lack a balance-wheel.

But it was not of the athletics, male or female, that we set out to speak. It was of that indolent, effeminate class which comes to believe that any physical exertion is "vulgah." Nothing can save these latter unless the school curriculum

unconditionally shall require some kind of regular manual labor. The college girl who has to do her own sewing and the boy who has to saw wood for his board are the ones best fitted to take their places in a ruggedly competitive world.

Col. Parker has recently been taken to task for saying that "the modern school was the most unnatural place on earth for human beings." We do not know in what connection the remark was made—other than that it was to the students of the Chicago University—and so we cannot judge how much of exaggeration there is in it; but is there not also some truth? Is there not something unnatural and self-stultifying in the attempt to prepare young people for the duties and responsibilities of a work-a-day world by shutting them in a college away from contact with the work-a-day world, until some of them come to be beings apart from ordinary mortals? "He will know more when some of the Latin is rubbed off him" does not mean that the Latin is a detriment, but that his education is one-sided; that he will be a better-rounded individual when, in addition to being able to distinguish between a Greek accusative and a Latin dative, he can go into the market-place and distinguish between sirloin and side-pork.

When shall we have a system of education that shall make it impossible for the student, in cultivating his sense of uncommon things, to lose his sense of common things, his common sense?

Departmental  
Teaching.

D EPARTMENTAL teaching; *i. e.*, the session-room for study, with numerous recitation-rooms in which each teacher is a specialist, teaching one subject to many classes, is coming more and more into vogue in Chicago and all cities where the pupils are numerically sufficient to warrant it. It has its advantages, since it enables the instructor to concentrate her energies and prepare for her work much more thoroughly than she could if dealing with several subjects, and it facilitates

the grading of pupils. But it has one great disadvantage; it makes the pupil a molecule in the mass. He is not an individual with an environment and with associations, in the mind of his teacher. He can have no considerable personal relations with each of his numerous instructors.

Go into one of these schools and, after explaining who you are, inquire how your child is coming on, and you will find that the teacher knows, or is pretty sure she knows which one he is; she can tell you, by referring to her record, how he stands in her particular class; she may even recall that she has once or twice seen him with the same one of his schoolmates; but beyond that he is a mere X, an unknown quantity. He can not expect from a teacher who has several hundred pupils, each for forty minutes a day, the individual interest, the general oversight of his work and his associations, nor the friendly admonition and encouragement that are so often the moral and intellectual salvation of pupils continually under the care of one teacher. While there is something gained, there is something of inestimable value lost to the pupil in a large school.



*The Ideal Teacher.*

IT IS what the teacher is and does more than what she knows that constitutes her worth.

If she is faithful, honest in her efforts, not afraid of working over-time or earning more than her salary, she is of the true metal and will prosper. It was the office boy who not only kept things in order but who quietly completed many bits of work neglected by those to whom they rightfully belonged, whom P. D. Armour promoted step by step to be his confidential head clerk. "What steps is your husband going to take to get re-elected?" asked one friend of another. "I don't know that he will take any special ones," replied the wife; "I have always noticed that about the only effort he makes to hold a position is to do his work to the very best of his ability."

In business, in public life, in the schoolroom, unswerving

devotion to duty is the greatest recommendation. The teacher must know what she is trying to accomplish, must have a lofty purpose to which she is as constant as the needle of the compass to the pole. She must not be swayed by fads nor by criticism. "I would rather feel the sting of mosquitoes than be a pachyderm," said Superintendent Andrews, to the teachers of Chicago; but the teacher must be neither a pachyderm nor yet a jellyfish, letting her vital fluid ooze out at every pinprick. She must have a clear vision of her objective ideal and then press steadily forward despite all discouragements.

The mothers and the teachers are the architects and the sculptors who are to frame and chisel the character of the coming generation. They are the highest of all artists. "And what is art," said Gustav Kobbé, "but loyalty to an ideal, through disappointment, weariness, hunger, aye, even unto death?"



**The Maha-yana.** THE *Journal of Education* contained a sample of the talks given by E. R. Booth to the technical school of Cincinnati, from which we clip the following:

"There is only one rule pertaining to conduct without exceptions; that is, "Do Right." You will observe that the rule reads "do right," instead of "do not" so-and-so. Right action is found in doing, not in not doing. The thing that is necessary to make life conform reasonably well to this rule is to have in mind the doing of what ought to be done, not simply the not doing of what ought not to be done. Positive characters are the ones that succeed. The good can never be attained when "don't," instead of "do," is the controlling influence."

In the early history of the race the civil and religious laws are all of the "do not" order. The whole attitude of legal statutes is that of protection for the individual against abuse and imposition from other individuals. We have not yet attained that stage of civilization when our laws shall

be beneficent in tone, shall deal of mutual helpfulness rather than of repression, shall be positive rather than negative.

Our Old Testament scriptures are all of the "thou shalt not;" but in the New Testament we have been taught the beatitudes—the "thou shalt" to which humanity has not yet climbed. The Vedas of the Buddhists have also their earlier and later teachings—their Hin-yana or lesser, and their Maha-yana or greater doctrine of "thou shalt not" and "thou shalt."

The great mass of mankind still dwells under the shadow of the Hin-yana doctrine. Their whole idea in life is what others shall and shall not do to them; they give no thought to what they should do to others. Their attitude, when not repellent, is receptive; never disburseive. When they meet their fellows in business, on the street or at the table, their unspoken question is: "What financial benefit, news, or pleasure can you give to me?" Even in their own drawing-rooms they expect to *be* entertained rather than *to* entertain.

The great apostle of the Maha-yana doctrine is he who, like Mr. Booth and Mrs. Milward Adams, preaches "*Give.*" Wherever you meet and whenever you meet another give something of yourself, which will make passing you mean more than passing a lamp-post.

It is a wise woman at the head who provides that at least once a day every one at the family or the boarding-school table shall give the others the benefit of some fact he has learned, some idea that has come to him, or some joke he has heard. If by little devices like this we could be trained from infancy to be fountains part of the time, instead of sponges all the time, the kind and friendly faces of children would not become hard and selfish as the years go by and the doing and giving attitude would not be so difficult for adults.

**Corollary.** **A** CHEERFUL and genial disposition is the great requisite in the practice of the beatitudes mentioned above; it is a well-spring of joy to the world. The most generous dispenser of favors we have ever known was a little man beloved of every man, woman and child who ever met him.

"Did he give money?" you ask.

He had little to give.

"Had he great wisdom?"

Not so much as to keep him from doing some foolish thing.

"Had he much education?"

Scarcely what would suffice for the writing of a respectable letter.

"Was he remarkably honest?"

Only middling.

"Was he a staunch and faithful friend?"

Just a trifle slippery.

"Was he modest and unpretentious?"

On the contrary, somewhat vain and conceited.

But with all his faults, he shed an effulgence wherever he went. His geniality so outshone his weaknesses that, while he lived, the mention of his name was like a ray of sunshine on a cloudy day; and now that he is dead his memory is like an aurora borealis in the midnight sky.

"So much good with so little capital," we often say of him.



**Make Haste Slowly.** **A**S school officers we command an army of 15,000,000 pupils, but, except in a few instances, the plan of organization is obsolete and inefficient. No effort is made to enable a bright pupil to gain time or the slow one to have special help. We all admit that for a large number of our boys and girls eight years is too long a time for the work below the high school.

The question of time and quantity are important factors. Why not so classify the pupils as to enable them to

take the quantity and enter the high school in the shortest possible time? Such a plan would permit many pupils to complete the entire course of study in the elementary schools, and take two years in the high school by the time they are fourteen years of age.—*Frank J. Barnard, Seattle.*

There may now and then be a pupil who can do the work below the high school in less than eight years, but such children should be required to rest awhile before taking the higher course. The work in the lower grades depends largely upon the exercise of memory; that of the higher, upon the exercise of reason. Any healthy, growing child between the ages of twelve and sixteen ought to enjoy foot-races more than mental science and civics, and unless he is hopelessly precocious, if he is forced to such studies he is liable to acquire a distaste for subjects in which he might have an abiding interest did he come to them later in life. Let us not make such strenuous efforts to curtail childhood. It is a well-known zoölogical fact that the higher the animal in the scale of being, the longer the period of infancy.

"Woe be to the one who crowds upon a young and innocent mind a study which, though meat to the parent or teacher, may be poison to the pupil!"

\*

The editor of this department will be obliged if readers will make the following experiment and report the results to her at Springfield, Ill.:

Find how many times you must say to any child just beginning to understand words, 1. "I must give this child some food," and 2. "I will not give this child food," before the child uniformly distinguishes between the two.

In order to make the test scientific, place no especial emphasis on either "must" or "will not"; have no preconceived ideas as to how many times will be required, but simply observe and record the facts exactly as they occur. The record-making will be easier if No. 1 is repeated five times before each meal, and No. 2 five times between each meal.

In making the report give name and address of experimenter, name of child, its age when the experiment begins, number of times each sentence has been repeated, and the number of weeks during which the test has continued.

It will also confer a great favor upon the editor of this department, if anyone will send her explicit statements of reliable facts tending to show that animals have intelligence. The statements should always give the name and address of the observer.

CLARA KERN BAYLISS.

## WORKINGS OF THE CHILD-MIND.

"Johnnie, did you take your cough medicine regularly in school, as I told you?"

"No, 'm; Johnnie Budds liked it, an' he gimme an apple fer it."—*Puck.*

Teacher.—"What happens when a man's temperature goes down as far as it can go?"

Smart Scholar.—"He has cold feet, ma'am."

A little four-year-old boy was bad the other day, and his mother said:

"Sammy, why don't you be good?"

"'Cause I'm afraid," was the prompt reply.

"What are you afraid of?"

"Good little boys get to be angels, and I don't want to be an angel and have to wear feeders like a hen."

Willie.—"Say Johnnie, we've got a baby down to our house!"

Johnnie.—"Is that so? Where did it come from?"

Willie.—"From heaven."

Johnnie.—"Well, we had one die at our house last fall that went to heaven. I guess this is the same kid."

"How do you like that little French girl next door, Polly?" "Don't like her at all," said Polly. "She calls me names. She called me a ma'mselle yesterday, and I ain't."

Willie, my six-year-old, during one of our afternoon strolls, had just passed out of my sight and down to a lower level near a stream, when he immedialy ran back far enough to see me and exclaimed excitedly: "O papa, there's a dandy lot of toads down here—cause there's a whole lot of toadstools here."

IRA LAMB.

## AMONG THE BOOKS.

WOODWARD'S LANGUAGE SERIES. Book I—Elementary Lessons in English, 140 pp. Book II—Advanced Lessons in English, 200 pp. Illustrated. The Woodward and Tiernan Printing Co., St. Louis, Missouri.

This excellent two-book language and grammar series is right in line with modern pedagogical ideas as to the best method of teaching English. Of all the branches taught in our public schools none is more important than the study of language, the correct use of which is such a practical necessity through life. These two books are developed on the inductive plan, each lesson beginning with illustrative examples of the principle or principles constituting the subject of the lesson. Questions are suggested with which to bring out these principles in a forceful and impressive manner.

The sentence is regarded as the unit of language and is the basis of instruction in "Woodward's Language Series." This is the only correct mode of procedure inasmuch as the relation of words in sentences is correlative with the use of ideas in thought. By beginning with the simplest form of sentence the first lesson of the elementary book—sentences of two words each—the development of the sentence proceeds gradually, with a clear presentation of each kind of modifier as introduced from lesson to lesson, until we have at the close of our language course the most complicated form of sentence clearly understood by the child. By the gradual unfolding of the function of the various parts of the sentence—each sort of modifier—the child becomes acquainted with the intricacies of the English language as a matter of course and after the most natural method possible.

The plan of introducing subjects for composition with appropriate outlines is indeed most commendable. In addition to the many excellent features above mentioned there are many choice selections from good authors which well serve as models of good English and supply matter for language study, literary criticism and analysis.

There is enough technical grammar given in the advanced book to amply suffice for the needs of the majority of pupils—in fact about as much as should be taught in the schools.

WHEELER'S GRADED STUDIES IN GREAT AUTHORS—A COMPLETE SPELLER. Illustrated. W. H. Wheeler & Co., Chicago. 224 pp. 40 cents.

A most attractive book both as to motive and matter, and so unique in make-up that it betokens healthful reform in the methods of teaching spelling. In this book will be missed the endless lists of words that have been so characteristic a feature of the old-style spelling books. This book is made upon the principle that we learn to spell by observing carefully the words we read. We cannot *drill* a pupil on all the words in the English language, but we can aid him to form this habit of careful observation.

The author of "Wheeler's Graded Studies in Great Authors" evidently believes that a spelling-book should be the first and the best book in an ideal language series. He also believes that the meaning of a word is never given so clearly or so accurately as in a sentence where it has been used by a great author without any thought but to express his meaning. He first selected a vocabulary which fairly represents the peculiarities of English spelling, and then searched literature for choice sentences to illustrate the use of the words. It is a series of dictation exercises selected for the express purpose of teaching the spelling, the pronunciation, the meaning, and the correct and effective use of those words which we have occasion to use daily.

Typographically, as well as educationally, the book is of the highest degree of merit. The sixteen full-page illustrations it contains, being pictures of "Great Authors," are the finest we have ever seen in any school book.

**THE STORY OF THE FISHES,** by James Newton Baskett. D. Appleton & Co., New York and Chicago. 297 pp. 75 cts.

This recent book is one of the best of Appleton's excellent "Home Reading Books," edited by our national commissioner of education, Dr. W. T. Harris. The entire series is designed to reinforce the reading of the school by supplementary reading at home. These books, to fulfill their function, must be so interesting that the pupil will read them at home, of his own accord, without the usual stimuli that incite him to work in the school room. The story of the fishes is all that could be desired along the line, and is unfolded after the most approved fashion--the modern scientific method. The book is brimful of information that will furnish an excellent stock in trade for any child. Reading such a book is exceedingly profitable as well as a means of delight to the child. It contains 117 illustrations that bring out in detail the features discussed in the text and they have the merit of being scientifically correct. The book is to be highly commended. It is as near perfection as a book can be for its especial purpose; *i. e.*, supplementary reading along the lines of natural history.

**ABOUT THE WEATHER,** by Mark W. Harrington. D. Appleton & Co., New York and Chicago. 246 pp. 65 cents.

This is another volume of "Appleton's Home Reading Books" and what we have said above concerning another volume applies to this as well. It is a most useful, delightful and practical book for supplementary reading. This little book clearly sets forth in an interesting manner the laws which the weather must and does obey. The weather has been scientifically studied for but a comparatively short time, but the book so new, crisp and fresh presents the conclusions so far attained with a surprising degree of completeness. Approximately one million dollars is annually expended by the government to pay for learning what weather we are likely to have the coming twenty-four hours. This seems to many an exorbitant price, but Professor Harrington, in this little book, makes it quite clear why no investment of the government is more profitable than that which maintains the Weather Bureau. No library for supplementary reading begins to approach completeness without the addition of this charming little book.

ADVANCED LESSONS IN HUMAN PHYSIOLOGY, by W. E. Baldwin, M. D. Werner School Book Co. New York, Chicago, Boston. 400 pp. 80 cents.

This book deserves wide recognition because of the really practical character of the lessons it contains. While there is ample attention given to structural anatomy and a sufficiently complete presentation of pure physiology, the emphasis is rightly placed upon developing in the pupil a clear knowledge of hygiene. The portions devoted to anatomy and physiology present the latest and best deliverances of investigators in this department of modern science. The familiarity with anatomical and physiological facts which will of necessity come to the pupil in the study of the first part of the book, will be complete preparation for his clear comprehension of the laws of health. The various subjects are so developed in each lesson and the lessons themselves so admirably gradated that the relation between subjects is continually maintained and each discussion so prepares the pupil for the one following that his knowledge of anatomy, physiology and hygiene is a progressive unfolding after the most natural process. The book abounds in practical questions which cannot fail to elicit information and much original thought. The deviations from the style usually followed in such books are such as redound to its great superiority. The chapters on contagious diseases and bacteria are especially succinct, clear and valuable. The illustrations are abundant and good, and typographically the book is perfect.

COMPOSITION AND RHETORIC FOR SCHOOLS, by Robert Herrick and Lindsay Todd Damon. Scott, Foresman & Co., Chicago. 476 pp. \$1.00.

Even at first glance one is convinced that this book is a thoroughly modern and practical text-book of unusual merit. An extended examination reveals various new features that constitute a praiseworthy departure in the methods of teaching the difficult subjects of rhetoric and composition.

1. The authors emphasize the constructive rather than the critical side in the pupil's early composition work. The pupil is thus stimulated to write and form habits of thought and their expression before the vigorous pruning of rhetorical criticism begins. 2. It gives to the high-school pupil, for whom the book is especially designed, a clear presentation of the elementary facts of usage and style without waiting for the opportunities of a college course. 3. The work in rhetoric is here presented in close organic relation with that in composition. Their natural interdependence is maintained in place of the arbitrary forced segregation found in the average text-book. 4. Much attention is given to exercises by the pupil and the rhetorical theory is based upon the construction work rather than the presentation of the exercises as an outcropping or appendix to the text.

This book admirably provides for both material and practice, thus subordinating formal criticism to actual experience. The nagging so common in many rhetoric classes in the form of endless cautions is here provided against. The book is beyond question the best book in rhetoric and composition for secondary schools that has thus far appeared.

CYR'S FIFTH READER, by Ellen M. Cyr. Ginn & Co., Boston, New York and Chicago. 432 pp. For introduction, 70 cents.

This book is up to the high standard of its predecessors in the meritorious series of "Cyr's Readers." The selections contained are such as will further cultivate the love of the best in literature—a process begun in the earlier books of the series. These selections contain some of the best and choicest things in our literature and cannot help but enrich the mental life of the child as he comes more and more under their influence in the reading lessons of the school, since these choice gems of thought and expression cannot fail to be organized into the mental and moral fabric of the child so fortunate as to use this book of "best material from the best authors." This book will accomplish much in making for sound character and a high degree of culture.

ORGANIC EDUCATION. By Harriett M. Scott, assisted by Gertrude Buck. D. C. Heath & Co., Boston and Chicago. 344 pp.

This book contains a plain, straightforward presentation of the plan of work followed under the direction of Miss Scott and her assistants in the Detroit Normal Training School, in one of the large ward schools of Detroit. In the first portion of the book we find a clear and succinct statement of the philosophy underlying the plan of daily work presented as the main feature of this excellent teacher's handbook which will certainly prove to be one of the best volumes of "Heath's Pedagogical Library," so highly valued by teachers generally.

The theoretical portion of the book reveals the author's creed as a modified, broadened, and certainly improved form of the "culture-epoch theory" as found in some of the German schools. The theory is rightly characterized as "organic" as distinguished from "concentration," and involves the "sequence-method" in its most practical form. The major portion of the book contains outlines of practical work which have the advantage of being induced from experience rather than evolved on a theoretical basis, and it begins with the work in the lower class of the first grade, with children five or six years of age, and progresses through the grades until the eighth grade is completed. This makes the book pre-eminently a practical guide, and therefore of much value to the teacher. Every teacher should own this book. The interest and profit with which it will be read and studied fully warrants this commendation.

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#### LITERARY NOTES.

Teaching in this country is so largely dependent upon the text-books used that publishers have an important place in all efforts for the improvement of education. Fortunately, American publishers of school books are the most enterprising in the world. A notable instance of this enterprise is the announcement of the twentieth century text-books just issued by D. Appleton and Company. Nearly one hundred volumes are in preparation, and they will cover the entire field of instruction in high schools, academies, and the lower college classes, embodying the latest results of peda-

gogical and scientific investigations. The books are prepared by eminent American scholars and teachers, who represent over forty of the foremost educational institutions in all parts of the country. A unique feature of the plan is a complete series of texts for commercial schools, the first of the kind ever presented in this country. The clear discussions of the different phases of education, evidently written by master hands, give the announcement great interest and value. Never before, so far as we know, has a list of such extent and value been offered at one time to the American public by any publisher. The work has evidently been organized with the greatest care. A few of the volumes that are already published bear out fully all the expectations aroused by the announcement. The presentation of this series may fairly be called an event of the first importance in the educational history of the country.

The first book of Maynard, Merrill & Company's graded literature readers, edited by Dean Judson of the University of Chicago and Miss Bender of the Buffalo schools, has appeared, and it commends itself to all primary teachers because of its careful grading, sound educational methods and the variety and true literary character of its subject matter. Among its many excellent features the following should be emphasized: 1. Uses of the word and sentence method, and this is the best method of teaching beginners to read. 2. The vocabulary consists of words that are commonly and habitually used by children. 3. New words are judiciously introduced in each successive lesson, and they are not lugged in arbitrarily to be dropped after a few pages. 4. The free use of script for blackboard and seat work. 5. The surpassing excellence of the illustrations.

The Prang Educational Company are continually doing something for the schools that must needs bring the conviction that the ruling minds of this company are past masters in the art of providing the best for the development of the child's aesthetic sense, and thus contributing a large share toward the enrichment of the child's character. The latest of the many excellent things they have done is the publication of "Prang's Platinettes," a series of beautiful new reproductions of permanent value. Teachers desiring something for class use in picture-study that is at the same time substantial, highly artistic and inexpensive will find these more than meeting their wishes. The publication of this series of pictures at so reasonable a price places the teaching world under renewed obligations to the Prang Educational Company. A list of the pictures is given in their advertisement in this issue.

The Thanksgiving Number of *The Saturday Evening Post*, in its stories, poems, pictures and general articles, will be the most attractive number of the magazine yet issued.

In this number Robert W. Chambers has a seasonable out-of-door story, entitled "The Hunter"—the romance of a poacher's pretty daughter. Other features are: Edwin Markham's latest poem, "The Lyric Seer;" "An Electrical Transaction"—a tale of

the Transvaal War by Robert Barr; "At Dawn," by Octave Thanet, and "The Minister's Henhouse," a droll story by C. B. Loomis.

Two notable articles in this number are "Lincoln as Candidate and President," by his old friend and political ally, Colonel A. K. McClure, and "Our New Prosperity," by Frank A. Vanderlip, Assistant Secretary of the Treasury.

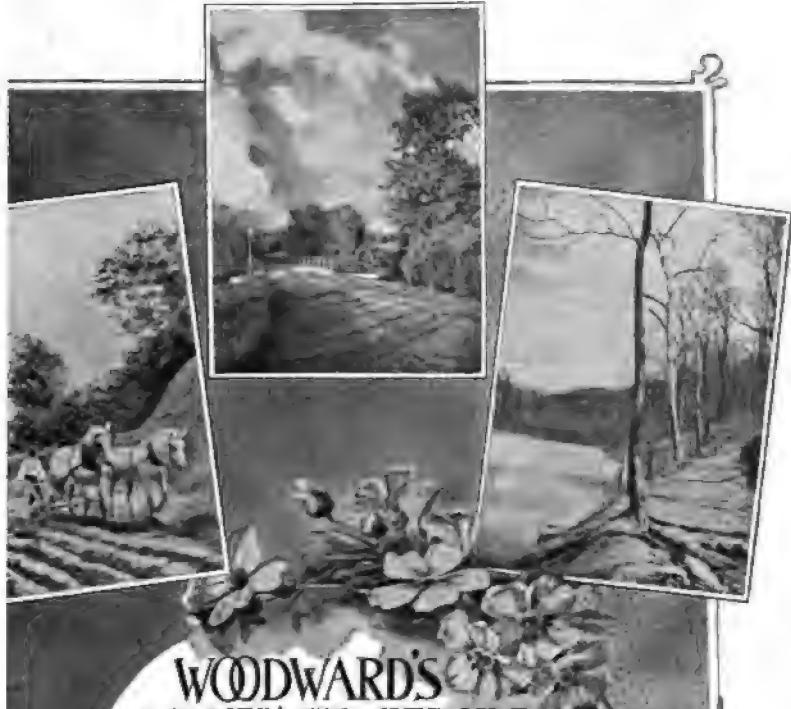
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Intelligent, sensible child-study and success in teaching are the antecedent and the consequent in the ratio of genuine human training and development. Power as a man, influence as an educator, genius as a manager, force as a character, skill as an instructor and cunning as an organizer—all are natural results of which the proper study of man is a natural cause.

From an educator's standpoint, the province of a child-study work is to make independent, soul-inspiring teachers—those who can touch human life in its beginnings and attain notable results; those who are guided by principles of science and not by mechanical inventions; those who rightly interpret their official possibilities and do not undertake to accomplish nor expect more to be accomplished than nature permits. There are limitations to human achievement and child-study can determine them; there are correct policies for management and child study can outline them; there are true methods of instruction and child-study can divine them; there are real results to soul effort and child-study can anticipate them. The prison-doors of life are to be opened, the medieval methods of instruction are to be superseded, the birth-right of childhood is to be fully recognized and established, the real province of education is to be absolutely ascertained, the chances of civilization and of enlightenment are to be accurately determined and the gospel of enfranchisement and individual development is to be faithfully preached. All these things and many more not here enumerated can be honestly accomplished if intelligent and true child-study is enthroned in the homes and the schools of this great country.—*H. H. Seerley, President State Normal School, Cedar Falls, Iowa.*

\* \* \*

Little four-year-old Mabel was playing one day when she accidentally struck her dimpled elbow on a chair. "Oh, mamma," she exclaimed, "I've hitted my arm right where it make me feel like I could see stars in my fingers!"



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Alfred Bayliss



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# The Child-Study Monthly

*A Magazine devoted to Child-Study, especially in those departments that have direct bearing upon the practical problems contained in the education of the child.*

**MONTHLY, EXCEPT JULY AND AUGUST.**

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A. W. MUMFORD

# The Child-Study Monthly

EDITED BY

WILLIAM O. KROHN AND ALFRED BAYLISS.

Vol. V.

DECEMBER, 1899.

No. 6

Oh, holly branch and mistletoe,  
And Christmas chimes where'er we go.  
And stockings pinned up in a row!  
These are thy gifts, December!—*H. F. Blodgett.*

## EDITORIAL.

### A PERENNIAL QUESTION.

DEAR CHILD-STUDY MONTHLY:

Which is the better—to permit a child to believe in Santa Claus or to undeceive him as to his belief in his "patron saint?"

THOUGH good old Santa Claus has a large and ever increasing constituency we are again compelled, as is the custom at this season of the year, to have dinned into our ears the old stock of sentimental snobbery, accompanied by the usual prudish pratlings and prancings that brand Santa Claus as a falsehood. These are the same people who would smother, throttle and stifle every poetical tendency in the child. To them idealism should have no chance for culture in our educational systems; the imagination should have its wings clipped, that none of the delightful excursions of the child into his world of make-believe can be encouraged. Such a position reveals only the meanest, most sordid, most belittling kind of sentimentality. To such persons the world must needs ever remain a dull blank and man a grinning skull—if they are

consistent; and yet we frequently find these same individuals, who would bar out Santa Claus from his position as one of the central figures in the child-world, indulging in flights of imagination that betoken little less than an emotional drunk. Many seek to eliminate and dethrone idealism from its conspicuous and efficient place in the rosy-hued child-world, and at the same time, indulge in some of the wildest ravings of the rainbow-chasing order. It is not rare that we find the same person who would rob the child of his Santa Claus, and the thereby enriched childhood, himself indulging in phantasmagorias as grotesque and ridiculous as a patented recipe for extracting sunshine from cucumbers. A careful inventory of their own mental operations would reveal a condition of inconsistency and change as evanescent as Aguinaldo's post-office address.

If the critics of the Santa Claus idea were sincere and consistent in their endeavor to brand "good, jolly old Kris" as a falsehood, they would proceed in their Gradgrind exactness until they clipped the child of every tentacle of the imagination that makes possible the very capacity for the appreciation of the best in art and literature. The logical consequence of the narrow-minded, flat-chested, cold-hearted creed of these Gradgrinds is the eradication of the only possibility of the child's appreciation of the ideally true, beautiful and good. "We are born," says Arlo Bates in his recently published Lowell Lectures, "not only with a craving to know what emotions are the birthright of man, but with an instinctive desire to enter into that inheritance. \* \* Coleridge, Wordsworth and Keats made no great or sharply defined distinction between the things which were true in fact and the things which were true in the imagination. \* \* It is only when man learns to know and to enter the world of imagination, that he comes into actual contact with the vital and fundamental in human life."

Certain it is, and always will be as long as humanity is

human, that our emotional experiences are our most real experiences. This is as true in childhood as in adult life. Of course we must distinguish between sentiment and sentimentalism. The child's belief in Santa Claus is a healthy, helpful, potent sentiment. The criticism of this by an embittered, acidulated adult is a belittling, sordid, maudlin sentimentalism. Sentiment is what the human heart really feels; sentimentalism is what the Gradgrind persuades himself he thinks he feels. Conviction itself has its source in the imagination; in fact, imagination might well be labeled "the realizing faculty." Without imagination neither the child nor the adult would have a realizing sense of the true in literature, the beautiful in art or the good in ethical conduct.

Sam Jones, in his uncouth manner, says some persons can not look up and, if they could, would be "unable to see any higher than they can spit." Likewise, there are those to whom the education of healthy, throbbing childhood is committed, who would bring the zenith of the heavens, the heights of which are attained only by the activity of the imagination, down to the level of the child's nose, ears and eyes, soiling the most delightful and uplifting conceptions with a moldy earth-touch. A parent or teacher who would do this is to our mind "born a button short" or, to use a term from the expressive vernacular of the streets, but dignified by that noble and intensely human literary Philistine, Fra Elbertus, such a person has "bats in his belfry" which, being interpreted, meaneth "rats in his garret" or "wheels in his head."

How refreshing to turn from the carping critics of the enriching Santa Claus idealism to read the reply (from the masterful pen of the illustrious Dana) in the old files of the New York *Sun* to a child's question, "Is there a Santa Claus?" It reads as follows:

IS THERE A SANTA CLAUS?

We take pleasure in answering at once and thus prominently the communication below, expressing at the same time our great

gratification that its faithful author is numbered among the friends of the *Sun*:

"DEAR EDITOR: I am 8 years old,  
"Some of my little friends say there is no Santa Claus.  
"Papa says 'If you see it in the *Sun* it's so.'  
"Please tell me the truth; is there a Santa Claus?"

"VIRGINIA O'HANLON.

"115 West Ninety-fifth Street."

Virginia, your little friends are wrong. They have been affected by the skepticism of a skeptical age. They do not believe except they see. They think that nothing can be which is not comprehensible by their little minds. All minds, Virginia, whether they be men's or children's, are little. In this great universe of ours man is a mere insect, an ant in his intellect, as compared with the boundless world about him, as measured by the intelligence capable of grasping the whole of truth and knowledge.

Yes, Virginia, there is a Santa Claus. He exists as certainly as love and generosity and devotion exist, and you know that they abound and give to your life its highest beauty and joy. Alas! how dreary would be the world if there were no Santa Claus. It would be as dreary if there were no Virginias. There would be no child-like faith then, no poetry, no romance, to make tolerable this existence. We should have no enjoyment except in sense and sight. The eternal light with which childhood fills the world would be extinguished.

Not believe in Santa Claus! You might as well not believe in fairies! You might get your papa to hire men to watch in all the chimneys on Christmas Eve to catch Santa Claus, but even if they did not see Santa Claus coming down, what would that prove? Nobody sees Santa Claus, but that is no sign that there is no Santa Claus. The most real things in the world are those that neither children nor men can see. Did you ever see fairies dancing on the lawn? Of course not; but that's no proof that they are not there. Nobody can conceive or imagine all the wonders there are unseen and unseeable in the world.

You may tear apart the baby's rattle and see what makes the noise inside, but there is a veil covering the unseen world which not the strongest man, nor even the united strength of all the strongest men that ever lived, could tear apart. Only faith, fancy, poetry, love and romance, can push aside that curtain and view and picture the supernal beauty and glory beyond. Is it all real? Ah, Virginia, in all this world there is nothing else real and abiding.

No Santa Claus! Thank God he lives, and he lives forever!

A thousand years from now, Virginia, nay, ten times ten thousand years from now, he will continue to make glad the heart of childhood.

All of which is respectfully submitted.

W. O. K.

It really is remarkable that dear old Santa Claus  
Has never yet got stupid, tardy, tired out or cross;  
The venerable saint is as jolly as of yore,  
Although he has kept going for a thousand years or more.  
His pack is full as ever, and his reindeer just as gay,  
And they halt at every chimney top before the break of day.

—*Sydney Dayre.*

### EXAMINATION OF MEDICAL INSPECTORS.

**A**N examination was recently held under civil service rules with the view of securing a list of eligibles from among whom might be selected fifty competent physicians to serve as medical inspectors of the Chicago schools in accordance with the plan of Dr. W. S. Christopher, which was placed before our readers in the November issue. The following were the questions upon which the applicants were examined. They constitute a model list for such an examination because of their practical character:

Name the contagious diseases of childhood in the order of their importance to the school inspector and give the period of contagion of each.

In what contagious diseases has the causative germ been identified, and by whom?

Do you own a microscope? Describe your method of diagnosis, both clinical and microscopical, in diphtheria, purulent sore eyes, phthisis, and typhoid fever.

Describe the symptoms of scarlet fever at the end of thirty-six and sixty hours and of ten days.

In what diseases can artificial immunity be produced? Describe fully the methods of causing it.

Describe the eruptions in measles, German measles (Roetheln), scarlet fever, chicken-pox, variola.

By what means is infection carried in scarlet fever, diphtheria, measles and smallpox?

What conditions would indicate recent existence of scarlet fever?

Discuss the utility of throat cultures in diagnosis.

What do you understand to be the duties of a medical inspector of schools?

The papers will be read and marked by the examiners, and after the averages are figured out, which will probably be in a week or two, the candidates with the highest percentages will be recommended for appointment.

Dr. Maximilian P. E. Groszmann, familiar to readers of THE CHILD-STUDY MONTHLY as one of the inspiring readers, was, we are informed, the first in the country to introduce the plan of medical inspection into the schools. This occurred during his connection with the workingmen's schools in New York City.

\* \* \*

#### WANT MORE KINTERGARTENS.

MRS. O'KEEFE and Mrs. Sherman of the committee on kindergartens of the Chicago Board of Education decided to ask for an appropriation of \$150,000 for the use of their department for the coming year. There are now eighty-eight kindergartens open in the schools, and these have been conducted during the year on an appropriation of \$70,000. It is thought that, with an appropriation such as has been asked, forty more of these schools can be opened next year.

A very forceful and exceedingly able argument has been made by Mrs. O'Keefe in favor of placing these additional kindergartens in the poorer districts of Chicago, where the majority of the pupils leave the schools at the end of the sixth grade to become breadwinners, so great is the stress of circumstances at home. If such children cannot be kept in the schools a year or two longer they should certainly have the advantage of beginning their education in the kindergarten a year or two sooner than is now possible where there are no kindergartens. Mrs. O'Keefe and Mrs. Sherman are not only broadminded and profoundly sympathetic in their endeavors in behalf of Chicago's children, but are thoroughly practical as well.

## HORTICULTURAL EDUCATION AND THE BEST WAY TO INTRODUCE IT IN THE SCHOOLS.

THE human family has ever depended so largely on horticultural resources that it is of common interest to know much of it—the orchard, the garden, flower and vegetable, and the forests. All of them are, and have been, liberal contributors to the welfare and pleasure of man. Horticultural instruction, then, may well command our attention. We have been considering almost every phase of this interesting and necessary industry for a generation past, gradually compiling information, accruing from our various experiences, as shown by numerous reports; but, have we systematized the results, expressed them in simplified manner, adapted for beginners, for children, that they may comprehend our records in an elementary and intelligent way? How many of the young have been listeners to, or readers of our experiences? Why not advocate and bring about a systematic arrangement of the principles, of the subjects about which we have been so long talking, for the benefit of our own and neighbors' children of the present and future, that when they go into orchards they may intelligently see and inquire concerning the tempting varieties of fruit, of its development, and see and speak knowingly of ornamental and vegetable gardens, of lawn and forest trees, and seek for the manifold and hidden lessons in the botanical and flower gardens and in the realms of the forests yet to be discovered and understood by the trained and intelligent student. Nature's stored-up riches in these great laboratories wait to yield more of her valuable treasures, not alone for man's physical wants, but as food for his intellect.

I have thought best to try and interest you by devoting a portion of my paper to the consideration of the horticultural domain, as a means or field for gathering instruction

**What do you know  
of schools?**

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rical individuality, mentally, morally and

physically, passes the plastic stage

related to proper stimuli, or training, they

develop. The majority of adults have

quited spots in their brains.—*Halleck*.

Lessons involved in cultural instruction are

in any other branches of education. These less-

sons are sent to the brain through

some avenues, as in all other branch—that is,

by sense perception, by transfer of ideas from

teacher to pupil, or through the aid of books. Upon the

use of these sense perceptions depends the possible fu-

ture intellectual force of the mind, the two latter being

merely adjuncts of the brain.

It seems proper to call in the first half of the title—

"Cultural instruction," in account of its value as an edu-

cational factor or factor, rather than as an aid to the pupil

in acquiring a general knowledge, and not especially with a

view of a life occupation.

I am not in favor of sending a child to trade or profession for a child and then attempting to make or force his educational activities in certain directions, according to use or purpose for after-life. In addition to the education of any branch of nature-study in which he may be expected or intended to make all others, there is no use any more than we ex-  
pect all who study anatomy and physiology to become  
doctors. As the child grows up, reaches maturity, or after  
the life-call has been given, he will take a course of instruc-

tion and practice in his chosen vocation.

Children, however, during the kindergarten period...

The first six or seven years of life—absorb by coming in contact with objects, animate and inanimate, through sensations of touch, sight, hearing, taste, etc. Education in this period is a natural process and there should be no attempts at prolonged mental strain. Attracted attention is first, with voluntary or willed attention gradually following. At the end of this time, the brain cells have made a complete change and the child takes on new activities. It is practically the true beginning stage of the reasoning powers, which from now on will act with energy in harmony with the perceptive faculties. The child, during the entire developmental period, especially the first fourteen years of life, should be afforded surroundings that will leave the most valuable material to be drawn upon later in life. He should be taught to accurately observe his environment, thereby accomplishing three objects—the discipline of the senses, the acquisition of knowledge and powers of expression.

These early lessons in life form the basis which constitutes the substructure of all education; hence the importance of surroundings tending to stimulate and strengthen the faculties of mind and body. Froebel's views or principles, involved in early education, sought to encourage the development of the self-activities of childhood by connecting manual labor with every exercise of the intellect. This is what the advocates of the so-called "new education" are gradually impressing upon the great teaching forces—the home and the school.

Where are the best opportunities to be found for an all-around culture—an opportunity for receiving the most valuable image impressions, an opportunity for the healthiest and fullest exercise of all the powers of body and mind?

Dr. Harris, Commissioner of Education, says: "Fortunate are the children whose early years are spent in the country, in close contact with the boundless riches which nature bestows.

"Amid these environments instinct and spontaneity do a

marvelous work in the growing minds of children, arousing and sustaining varied and various interests, enhancing mental activities and furnishing an educative outlet for lively energies.

"Most fortunate are they to whom, at the moment when the unconscious teachings of nature need to be supplemented by thoughtful suggestions, wise, leading and judicious instructions, there comes one with a deep and loving sympathy with child-life an active interest in all that interests them and a profound respect for all that children do well and for all they know."

In harmony with the foregoing I quote from the report of the committee of twelve appointed by the National Educational Association July 9, 1895, on page 152. "Nowhere on earth has a child such advantages for elementary education as upon a good farm, where he is trained to love work and to put his brain to work. The best-taught school in a densely populated city can never equal in educative value the life upon a good farm, intelligently managed. The child on the farm is made responsible for something, for some work, for some care-taking, and out of this responsibility grow trustworthiness, habits of work and a feeling of personal power, in the essential elements of character, with the exception of those much-needed phases that spring from personal contact with society outside of home. The surroundings of the child upon the farm, in contrast with the complexity of city surroundings, are comparatively simple; the same forms, colors, sounds, are repeated in endless succession, presenting innumerable variations and at the same time complete harmony and unity. The trees, the shrubs, the foliage, the flowers, the fields, the hills, valleys, plains and brooks create distinct, everlasting images in the child's mind; images impressed, concentrated and expanded by countless sensations, by countless contrasts that stream through every avenue of the soul. Then, too, everything appeals to the child as useful or non-useful. Farm work means the necessities of life, the

comforts of home, the possibilities of an education. The reaction of the child upon his environments is the main thing, however; his power to conquer nature with his own hands and mind, together with continual lessons which bring home to him the inevitable action of, and his dependence upon the laws of nature, as they assist or as they baffle his efforts.

Much more valuable information along the same line is contained in this report, the chairman of which was Iowa's distinguished ex-Supt. of Public Instruction, Prof. Henry Sabin.

The pedagogical world has recognized, and now concedes, that nature affords the best and greatest range or field of observation for creating image-concepts, opportunity for practical work and valuable thought.

The horticultural division of agriculture forms so large a part of the natural world, that teachers will not go amiss in leading their pupils to devote some time to the study of nature in this particular field. Horticulture and agriculture are so blended together that what is said of one will largely apply to the other. Already lessons are arranged by some of our educational writers that are taken from horticultural sources. I find in *Nature Study* by Payne (page 14) outlines of a series of lessons in horticultural study, under the following heads: The apple, the orange, tree berries, stone fruits, nuts, the poppy, the milkweed, the pod, the key fruit, the cone and others. Lessons on seeds: The seed coat, growth from seeds, explaining the process of growth from embryo to maturity, speaks of propagation, and then takes up flowers, beginning with the daisy, and so on. Other works of nature-study contain elementary instruction, but none as yet to fully meet the requirements for the great mass of children who attend our common schools.

In connection with such lessons, manual training—the education of the hand—holds an important place. The hand cannot see nor hear nor taste nor smell, yet no part of

the body, except perhaps the tip of the tongue, is as discriminating with respect to touch. Where "school gardens" are provided as a part of the school equipment, the child can learn by doing. It is the hand, guided by disciplined intellect, that accomplishes the greatest results. Books are useful tools in the hands of a child, but they should not be his only tools. Knowledge at first hand is the best knowledge. Too often does the text-book stand between the child and the thing itself.

Other branches of husbandry are advocating the same idea regarding the use of special text-books in schools for teaching the elementary principles of agriculture. In the president's address at the National Farmers' Congress, held recently at Fort Worth, Texas, ex-Gov. Hoard said in part: "The march of study, investigation and knowledge has opened to the farmer a new view of the marvelous array of forces which surround him. Both the farmer and the man of science are coming to see that the farm constitutes a magnificent domain for intellectual conquest. \* \* Never before in the history of this nation has there been witnessed such an awakening of intellectual activities, such marshaling of invention, physical research, chemistry and cognate sciences, education and legislation, all in behalf of the American farmer, as at the present time.

"We are beginning to feel as a people that agriculture is an intellectual, as well as a manual pursuit; that from the humblest tenant to the lordliest ranchman, progress and profit depend on mental comprehension of the principles involved, and an energetic obedience to that comprehension. Comprehension means intellect, obedience means business. Some men are all intellect and no work; others are all work and no intellect. The true farmer unites both. He is both a student and a 'doer of the work.'"

Having now considered the value of horticultural study for the formative period of life, as a means of providing the young with natural images for intellectual use and for its benefit from a practical and physical standpoint, we

pass on, more particularly to the consideration of how to introduce it into the common schools.

I again quote in part from ex-Gov. Hoard: "What can we do to get the farmers of this continent to see the necessity of more intellect on the farm? How can we contribute as a force to the emancipation of the farm from the wasteful effects of ignorance and help to put in its place the energizing and enriching influence of knowledge? In other words, what can we do to promote farm education? What can we do to arouse public opinion and the great educational forces of the country to the importance of teaching the elements of agriculture in the primary schools of the land? Our common schools recruit the academy, the college and the university, which in turn recruit every profession but farming. Our young men flock to the towns and cities because we have educated them to do so. Nearly every European country is putting forth strenuous efforts to stop this tendency by teaching the elements of scientific agriculture in the common schools. It can be done as easily as teaching the elements of scientific arithmetic or chemistry or philosophy. A great host of farmers, who were deprived of such teaching, now find themselves barred from an understanding of much of agricultural literature. Had these men been taught in their youth in the common schools the meaning of the terms used in agricultural chemistry, something of the principles of animal husbandry, something of the true principles which underlie the preservation of fertility, they would be today in much more harmonious relation with all that constitutes agricultural progress."

I do not want to be understood as undervaluing all our old and present methods of education. They have accomplished too much to be relegated *en masse*. The old "Blue Back" has done its work, and done it well; but I wish to encourage scientific and practical discipline along natural lines for the natural school period—the first twenty-five years of life. I desire to be understood as emphasizing the

value of actual labor as an educational process, as well as for its value of knowing how to do, of being trained how to participate in the economy of life, so that when the time comes to assume the responsibility of citizenship the individual may be a man among men—a producer, a benefit to mankind.

While this paper presents more especially the advantages of natural surroundings, as found in rural districts, it should not be forgotten that part of our necessary education must come through contact with people—to learn to know them in their various capacities and dispositions, as beings on the stage of action.

Other nations are in advance in developing methods of agricultural and horticultural instruction. The school gardens and nurseries of fruit trees are features of the normal schools of France. There is a course of agriculture in the normal school for men—of horticulture in the normal school for women. The course in agriculture treats of preparation of the soil, special culture of trees and shrubs, of fruit trees, grafting and the vegetable garden for instruction in the science of botany. The instruction received in these normal schools is applied in school gardens of the rural schools. Nova Scotia has a farm set apart for school gardening. Germany has demonstrated the advisability of teaching elementary lessons in horticulture in a practical way by connecting school gardens with their schools, requiring their teachers to give practical lessons to their pupils. The success of the Germans in this respect has led Russia to inaugurate similar methods. Consul Heenan, of Odessa, for instance, reports that in the inland province of Ekaterinoslav, out of a total number of 500 elementary schools, 227 had fruit gardens, or kitchen gardens. The total area under the 227 village schools was  $92\frac{1}{4}$  acres, and the area under gardens belonging to these schools was 265 acres, making a total of  $377\frac{1}{4}$  acres.

The total number of fruit-bearing trees in these gardens was 14,974; fruit-bearing bushes (currants, gooseberries, etc.), 18,951; young trees (seedlings and saplings) for planting purposes (nurseries), 71,076; total, 111,001. The total number of forest trees was 17,996; bushes not bearing fruit, 36,459; seedlings and saplings for transplanting (in nurseries), 181,865; total, 238,290. There were given to peasants for planting: fruit trees, 13,584; forest trees, 41,759; total, 55,384. Besides this 51 schools had apiaries and 10 had silkworm culture.

Switzerland is advancing along the same line.

In our own country, Wisconsin, Missouri and Michigan have also made some advances.

The committee previously referred to reports: "The school garden in the State Normal and Training-School of New Hampshire has proved a source of interest and of instruction to pupils of all grades in the training-school and in the normal schools, such as nothing can replace. In this garden all the grains and vegetables grown in the region are cultivated, together with a great variety of flowers. Each class in school has assigned to it a plot, for which it is responsible."

In the George Putnam School, in Boston, a part of the school yard was turned into a garden, which has received prizes from the Massachusetts Horticultural Society.

Since 1894 New York has been making progress in agricultural extension work, in consequence of the Nixon bill, passed by the New York Legislature, which provided \$16,000 for agricultural extension work, one-half of which was appropriated for Cornell University, for the purpose of horticultural experiments, investigations, etc., and for disseminating horticultural knowledge by such methods as deemed best by the proper authorities. More recent legislatures have also passed appropriations for the same purpose. The results and conclusions, in part, may be briefly mentioned: The enterprise was placed in the hands of an expert, Prof. L. H. Bailey, the work to be divided between research,

teaching and publication. There soon followed the establishment of forty horticultural schools, which lecturers visited, devoting from one to two days' time in conducting recitations, resulting in a conviction that the greatest good that can be rendered to the agricultural community is to awaken an interest in nature-study on the part of the children and teachers.

One of the special features of these horticultural schools is the training of the powers of observation, by placing specimens of twigs, fruits, flowers and other objects in the hands of the participants and asking them to explain what they see. It is true that most persons do not see what they look at and still fewer persons draw correct conclusions from what they do see. The work being done in New York State is probably the first of the kind in the United States, and it is to be hoped that they will continue their work until desirable methods have been reached for teaching horticulture in all our rural schools and, I may say, in villages and cities.

What is most needed, after the public becomes sufficiently interested to at least consent to experimental work along this line, is teachers who have had special training along this line of work. These we will have when there is a public demand for them. They will then set about to qualify themselves to meet the responsibilities required of them. If horticultural instruction is adopted in the common schools provision for training teachers for this work will follow. Already advances have been made in this direction. Dr. G. Stanley Hall, of Clark University, authority on child and nature study, reports that there are now thirteen state institutions devoted to child and nature study and numerous clubs and organizations all over the country are giving special attention to this apparently new work. It is but just to bear in mind that child and nature study is not an entirely new conception. Comenius, in the sixteenth century, followed by Pes-

talozzi, Froebel and others, planted the germs that are now budding out.

We are impressed with the importance of starting right when we realize that it is more difficult to unlearn what we have learned amiss than to learn what we never knew. Nora Archibald Smith, in "The Child of the Future," aptly illustrates this thought as follows: "When a thoughtful child was asked one day why a certain tree in the garden was crooked he responded that he 's'posed somebody must have stepped on it when it was a little fellow."

The child in school should be furnished with an actual knowledge of what is printed in the book and rendered able to get from books the experiences of his fellow men; at the same time he should be taught how to verify and extend his book knowledge by investigations of his environments.

Prof. Thos. Shaw, of Minneapolis, referring to teaching agriculture in public schools, says in part that he is inclined to the belief that agriculture will never be taught in our public schools until it is taught by means of a text-book prepared for the purpose. The teaching from such a text-book should be considered orthodox. The youths of our schools would then know more about the great principles that underlie agriculture than is now known by the average grown man and could begin work in an intelligent way. Let me repeat that it matters not if the individual does not engage in agricultural pursuits; the nature-images gathered by personal contact during the study period will ever be present as an aid in whatever calling he may be permanently engaged.

Land is not so dear in our broad country as to prevent the public from utilizing more of it as a part of our school equipment. I venture to suggest, not as dear to us as our children, who are soon to fill all the places in the great drama of life. It has been a query why parents have been so persistently content to permit the meager equipment of school

houses and school grounds, that might be supplied and arranged, not only to make our children comfortable, but in a way that would aid in cultivating the esthetic and practical side of their natures. Since directors and janitors of the past have been so lax to comprehend a full sense of their responsibilities, the thought of a training-school for them appears consistent.

In the light of past experience, it seems best to secure laws for compelling adequate provision for better child-culture in our schools and let the children reflect their impressions on the home. I believe it reasonable to expect it would soon result in a more hearty co-operation of the home and school, resulting in improved adornment of both home and school, of contentment, a higher standard of life and more intelligent farm culture, with corresponding returns.

Why should farmers' boys and girls want to leave their rural homes for town and city life? Eight years ago I read a paper before our local society referring to horticulture being taught in connection with schools, and spoke of the necessity of interesting boys in farm-life: "Give the boys an interest in the farm. Set apart to John a portion of the land to be tilled as his own and by his own hands, with the positive understanding that the proceeds shall be John's. Boy's calf and dad's steer won't do. If he is successful with a limited beginning enlarge his contract next year. Let the boy do the planting, pruning and disposing of the crop. If the harvest is consumed at home, pay for it. Be fair with the boy; encourage him in habits of industry; work some yourself, but don't scold, don't fret, be patient and rest assured your reward will come. Popular sentiment will change and farm work will take a higher rank."

I do not want to be understood as unduly criticising the husbandmen. Their intelligence and general interest in the development of their sons and daughters are commendable. It is the want of better knowing how. It is hard to get away from traditional customs. But it is encouraging

to recognize the sunlight of more rational theories and practice disseminating their influence throughout our country. The next decade will materialize what is now in the budding stage.

F. M. POWELL,

Supt. State School for Feeble-Minded Children.  
*Glenwood, Iowa.*



#### HOW BABY CAME.

A baby came to a home one day  
While four little maidens were out at play,  
And that night after all their prayers were said,  
Those four little maidens sat up in bed  
And argued the question, ever the same,  
That wonderful question, "How baby came."

"I know," said Gracie, of logical mind,  
"Just all about it, and you will find,  
'Cause mamma is sick, as sure's I tell,  
The doctor brought baby to make her well."  
Said Esther, the echo of praise or blame,  
"Yes, sir, that's just how the baby came."

Said Jessie: "While playing I heard a cry,  
And peeked through the keyhole with my sharp eye,  
And what I saw made it very clear,  
The good old Nursie brought baby here."  
"In my beise," said Esther dear,  
"The good old Nursie brought baby here."

And Ruth, who is sly as a little fox,  
And has traveled much with Palmer Cox,  
Said: "Don't I know by its feet and hands  
The Brownies brought baby from Brownie Lands?"  
And Esther echoes, "Did'n't I say  
The Brownies brought the baby to-day?"

A voice in the hallway, a gentle tread,  
And four little maidens are down in bed;  
And when I softly opened the door  
I heard those four little maidens snore,  
Dreaming of Brownies in Brownie Lands  
And babies with Brownie feet and hands.

—J. Edward Max.

## MYRA.

(Written in the Ozark Mountains.)

The millpond's asleep in her cradle of hills,  
And over her glassy breast  
Flit dancing shadows of living things  
That trouble not her rest.

The miller's child is alone with me—  
Hark thee, my little one, hark!  
One hand is clasping her little bare knee  
And her eyes grow big and dark;

For there are two passionate, eager things  
Their dim depths hide so well,  
They never come up but to listen and wait  
For the tales I love to tell.

Was ever a land so green, so green,  
Or a shadow so black as that one  
Where the trees are like thoughts of hidden things  
Their green tops kissed by the sun?

Green as the land of my sweet child's hopes—  
That land of forest and stream—  
Have I troubled the waters of life too much?  
I see them sparkle and gleam

And bounding over the mill-dam go,  
Sing, mocking bird, sing aloud!  
They break the light of the sun with their waves  
And forget to mirror the cloud;

And my little child stands in her busy mill,  
And pays out her golden grain,  
For life is a dancing, glittering thing,  
Flushed with the summer rain.

Is she not thine, dear Lord of our life?  
When the days grow sultry and still  
Wilt thou not swell with thy love the stream  
That shall wearily turn the mill?

Until there shall be a flood in the land—  
Death, call it? My sweet child, nay,  
Life, sweeping the valley so full and grand,  
It shall break the wheel that day.

Till the worn-out mill alone shall stand—  
Stand in the rain and wait—  
While the stream flows on at the touch of the Hand  
That opened the water gate.

Kansas City, Mo.

MORGAN GROTH

## CLUB DEPARTMENT.

(For Parents' and Teachers' Round Table.)

BY WILLIAM O. KROHN.

"Children are the anchors that hold a mother to life."—*Sophocles.*

"The history of a man's childhood is the description of his parents and environment."—*Thomas Carlyle.*

"The boy grew up  
A healthy lad, and carried on his cheeks  
Two steady roses that were five years old."  
—*Wordsworth.*

"O'er wayward childhood wouldest thou hold firm rule,  
And sun thee in the light of happy faces;  
Love, Hope and Patience, these must be thy graces,  
And in thine own heart let them first keep school."

—*Coleridge.*

THE keynote of the department this month is health. The syllabus prepared for study and discussion at Parents and Teachers' Round Table or mothers' clubs has for its topic "The Common Diseases of Children." Could anything be more profitable for our study than this topic, related as it is to both school and home? Mothers and teachers should get together in an informal meeting after the plan outlined in the November CHILD STUDY MONTHLY and discuss these topics. We say "mothers," for it is a fact that women are the true conservators of public health. It is upon women that the greatest burden falls when sickness and disease enter the home. The necessity of understanding the elements of sanitary science is becoming more and more incumbent upon the well-equipped woman of to-day. In keeping her own home free from contagion and contaminating infection, woman does much toward conserving the public health. Likewise many of our schools become dis-

ease-breeding centers of infections, and it is equally incumbent upon the teacher to become associated with the mother in the round-table discussion of the more common diseases of children.

No danger is greater than impure air in the schoolroom. The following are some of the reasons of the truth of this:

1. Under such conditions (impure air, ill-ventilated schoolrooms) there is great danger that particles of organic matter, living or dead, may be introduced into the system, thereby producing disease. A schoolroom, improperly ventilated, is a hotbed of infection and contagion.

2. Impure air affects the nervous system. The wide-awake child becomes listless, drowsy, inattentive and filled with fatigue poison. School headaches and the ills that follow in their wake are often the result.

3. Physical growth becomes stunted because children cannot help but grow pale, anæmic and slender when they are compelled to breathe foul air. Appetite and digestion fail. Sleep, after a day in a stuffy schoolroom, is disturbed and broken.

4. In this condition they become the ready prey of contagious and infectious disease.

5. In a poorly-ventilated room the poison germs of disease are concentrated. Each cubic foot of air is surcharged with poison. In a well-ventilated schoolroom the victims of the contagious diseases are few. The air is not so laden with disease germs and the child's resistance to disease is greater. If the room is filled with impure air the reverse is the case, and in such a schoolroom, if one of the pupils takes whooping-cough, diphtheria, or scarlet fever, many, if not all of the pupils will follow.

It is amazing how much sickness is preventable. And yet how few take measures toward such prevention! Some housewives think they are the essence of neatness if they polish the brass knob on the front door or have the sash

curtains at the front window parted exactly in the middle. There is a streak of perversity in human nature that leads one to put the big apples at the top of the measure—the largest strawberries are not found at the bottom of the box—and likewise while the front of the house may be marble or brownstone the back of the house may at the same time be principally slop-barrel. Recently a friend of ours wrote as follows:

"One mother, whom I know, prides herself on having her rooms all in order very early in the morning. She is too intent upon this to air the children's beds properly and makes them up while they are still warm from the previous night. For economic reasons she does not air the rooms thoroughly in cold weather, as it takes so much more fire to heat them again. The consequence is her children are almost always ailing. She says of them herself, 'They get everything that is going.' They are accustomed to inhale so much poison from the vitiated atmosphere of their own rooms that the least chilling of their bodies or excess in eating throws them into a state of fever. This mother is a very religious woman and prays every day for the health and happiness of her offspring, and yet they are never well, and so of course cannot be happy. The lady of whom I am writing keeps one servant, whom she leaves to her own devices as long as things look neat. The lady herself never descends below the kitchen to see what is going on in the cellar. About once or twice a year, however, the neighbors are treated to a very suggestive sight. It is the annual or semi-annual cleaning. No housewife does her whole duty who does not look into her own cellar and insist upon its being thoroughly cleaned at least once a week. Care should also be taken to allow pure, fresh air to constantly enter the cellar. It is the air from the cellar which diffuses itself throughout the whole house. How important, then, that the cellar should be clean!"

Let the teachers take the initiative in the organization of this important work. Begin at once. Send out invitations, written by the children who are so fortunate as to be your pupils, as a school exercise in composition or penmanship, from a "form" placed before them by yourself. Let each child bear to its mother this invitation to meet at your school. Have no fear; the mother will accept the invitation. Associate the other teachers of your building with you. *Meet in one of the schoolrooms.* Parents will thus come to see the condition of the rooms in which their children spend so much of their time. If the seats are ill-fitting, the ventilation poor, the light miserable, the sanitary conditions execrable they will be brought face to face with these facts and will be moved to provide remedial measures for such conditions.

Inclose a copy of this program or syllabus in the letter invitation which the child proudly carries to its mother. Make the meeting as informal as possible—a free parliament of mothers—a democratic round-table discussion. Here is the syllabus we have prepared:

#### COMMON DISEASES OF CHILDREN.

Please study this paper and bring it to our meeting at the \_\_\_\_\_ school Saturday afternoon at 3 o'clock (date).

The following symptoms in children should cause suspicion of some one of the diseases mentioned below: Nasal catarrh, reddened eyes, chills and fever, vomiting, headache, swelling of glands, unusual dullness or restlessness.

How contagion is carried:

*Chicken-Pox*—Indefinite; probably by breath, drinking cups, etc.

*Measles*—By fomites; by secretions, especially of nose; by breath; by inoculation.

*Mumps*—Uncertain; probably by breath.

*Whooping-Cough*—By breath; by expectorations from throat and lungs.

*Scarlet Fever*—By contact with cast-off particles of skin from patient; carried by clothing or any article containing

the poison; germ persistent a long time; can be destroyed only by fire or disinfection.

*Grip*—By a germ conveyed by travel, baggage, etc.; so contagious as to cause latest authorities to isolate cases as rigidly as smallpox, causes being so many and various and sequelæ so bad.

*Diphtheria*—By breath; by excretions from throat and nose; germ persistent; similar to scarlet fever germ.

- 
1. What conditions in children render them more liable to contagion?
  2. Why should contagious diseases be avoided for children? What are the chief risk and consequences in mumps? In diphtheria? In scarlet fever?
  3. Why should children not be allowed to drink from common cups, use same pencils, towels, etc., when contagions are prevalent? Danger of "all-day suckers," chewing-gum, etc.?
  4. If a child appears languid, with headache, flushed face and restlessness, why should attention be paid to it?
  5. What are some of the ordinary precautions needed to prevent spread of contagion?
  6. Why, in contagions, should plumbing and buildings, especially basements, be thoroughly investigated?
  7. Mention some ways in which proper bathing prevents degenerative habits.
  8. What results may come from ill-fitting clothing? From phimosis in boys? From chafing in girls?
  9. What dangers in neglecting these conditions?
  10. What will relieve "growing pains?"
- 

All ought to go through life without having any of the infectious and contagious diseases. It is only through ignorance and carelessness that these dangerous diseases are allowed to spread. A few months ago a family whose principal object in life seems to be that of "catching something," contracted measles and brought a good supply

home. Fortunately soon after their arrival the health officer found it out, carded the house and gave the necessary instructions as to quarantine. But a near neighbor, a mother, under the old-fashioned ignorant notion that it was a good time to have measles, sent one of her children to the house so it would "catch it." The poor child caught it good and was very sick, and the only thing to be regretted was that it was not the mother instead of the innocent child.

The diseases usually spread in schools are diphtheria, scarlet fever, measles, whooping-cough, chicken-pox and smallpox. There are three sources of danger.

1. Being in school during the inception and development of the disease.

2. Returning to school too early in the convalescence, or permitting children of an infected household to attend school.

3. In daily attendance in school during a light and overlooked attack of a contagious disease.

When any of the infectious or contagious diseases occur in school, by close observation and questioning we shall find that a child in the next seat had previously been absent on account of sickness and had probably had the same disease that attacked its fellow. Now, you very naturally ask, when should children be permitted to return to school during the convalescence after having any of the infectious and contagious diseases? There are no hard-and-fast rules to go by, but generally after the following lapse of time:

In diphtheria four to six weeks after its inception and one week in the open air. Scarlet fever same length of time and after scaling off is thoroughly complete. Measles two weeks after its inception and one week in the open air. Whooping-cough, *not* until every vestige of the cough has disappeared. Smallpox, two months from its inception and one month in the open air. Let it be distinctly understood that a thorough process of disinfection of body, clothes and residences shall be carefully and thoroughly

done before a child is allowed to leave the house or yard or resume school work.—*Dr. Cox, in Indiana School Journal.*

A very good paper on scarlet fever—the worst disease that can befall any child—is the following, from a pamphlet published by the Michigan State Board of Health, Lansing, Michigan. Similar papers on whooping-cough, measles and diphtheria, can be secured by addressing the secretary of this board:

#### RESTRICTION AND PREVENTION OF SCARLET FEVER.

(Sometimes Called "Scarlatina," "Scarlet Rash," "Canker Rash" or "Rash Fever.")

1. *Scarlet fever* is one of the most contagious diseases. One attack usually prevents subsequent attacks. The greatest number of deaths from this disease is of children under ten years of age. Adult persons sometimes have the disease; and even though they have it in many instances in a milder form, yet they may communicate the disease in a fatal form to children. The isolation of those mildly sick with, and convalescent from scarlet fever is important.

2. *Scarlet fever* is believed to be caused by a special contagium or poison which may be conveyed, to persons previously unaffected, by personal contact, by infected clothing, rags, hair or paper, or by any of the discharges from the body of a person afflicted with the disease.

3. *The discharges* from the throat, nose and mouth are considered extremely dangerous, but those from the skin, eyes, ears, kidneys and bowels are also dangerous, and remain so for a considerable time.

4. *Communication.* It is believed that the disease may be communicated by a person recovering therefrom so long as the usual subsequent scaling or peeling of the skin continues, which sometimes is not completed before the lapse of seventy or eighty days. The poison may also remain in clothing, etc., for a long time, possibly for years, especially if woolen and packed away in drawers or trunks.

5. *Filth, uncleanliness and imperfect ventilation* may increase the danger of spreading the disease.

6. *Period of incubation.* The interval of time which may elapse after exposure to the contagium of scarlet fever and during which a susceptible person so exposed may expect to be taken sick with the disease varies from one to fourteen days.

7. *Separation of the sick from the well.* Whenever a child has sore throat and fever, and especially when this is accompanied by a rash on the body, the child should immediately be isolated as completely as possible from other members of the household, and from other persons, until a physician has seen it and has determined whether it has scarlet fever. All persons known to be sick with this disease (even those but mildly sick) should be promptly and thoroughly isolated from the public. That this is of more importance than in the case of smallpox is indicated by the fact of the much greater number of cases of sickness and of deaths from scarlet fever, a disease for which no such preventive as vaccination is yet known.

8. *Persons who are attending upon children or other persons suffering from scarlet fever, and also the members of the patient's family, should not mingle with other people nor permit the entrance of children into their house.*

9. *Plain and distinct notices* should be placed on the premises or house in which there is a person sick with scarlet fever; the placard should remain so long as there is in the premises contagium which may communicate the disease; and no child that has not had the disease should be allowed to enter or to associate with persons who do enter such house or room.

10. *Children believed to be uninjected* may be sent away from the house in which there is scarlet fever to families in which there are no persons liable to the disease or to previously disinfected convalescent wards in hospitals; but in either case they should be isolated from the public until the expiration of the period of incubation, counting from the time of their removal.

11. *The local board of health and the physician in charge of*

*cases of this disease should coöperate for its restriction. The local board of health should especially guard against its spread by cases where no physician is employed.*

12. *The room in which one sick with this disease is to be placed should previously be cleaned of all needless clothing, carpets, drapery, and other materials likely to harbor the poison of the disease, except such articles as are essential to the well being of the patient, but, except after thorough disinfection, nothing should be moved about which has already been exposed to the contagium of the disease. The sick-room may have no carpet, or only pieces which can afterwards be destroyed. Provisions should be made for the introduction of a liberal supply of fresh air and the continual change of the air of the room without sensible currents or drafts.*

13. *Handkerchiefs, that need to be saved, should not be used by the patient; small pieces of rag should be substituted therefor, and after being once used should be immediately burned.*

14. *Soiled clothing, towels, bed linen, etc., on removal from the patient, should at once, before removal from the room, be placed in a pail or a tub of zinc-solution, made in proportions as follows: water, one gallon; sulphate of zinc, four ounces; common salt, two ounces.*

15. *The discharges from the throat, nose, mouth, and from the kidneys and bowels of the patient should be received into vessels containing chlorinated lime (commonly called "chloride of lime"), or the zinc-solution mentioned in paragraph 14, and in cities where sewers are used, thrown into the water-closet; elsewhere the same should be buried at once at least 100 feet distant from any well, and should not by any means be thrown into a running stream, nor into a cesspool or privy, except after having been thoroughly disinfected. Discharges from the bladder and bowels may be received on old cloths, which should immediately be burned—or disinfected and buried. All vessels should be kept scrupulously clean and disin-*

fected. Discharges from the nose, ears, etc., may be received on soft rags or pieces of cloth, which should immediately be burned.

16. *All cups, glasses, spoons, etc., used in the sick-room, should at once on removal from the room be washed in the zinc-solution mentioned in paragraph 14, and afterwards in hot water, before being used by any other person.*

17. *Food and drink that have been in the sick-room, or otherwise infected with scarlet fever, should be destroyed or buried. It should not be put in the swill-barrel.*

18. *Persons recovering from scarlet fever should be considered dangerous, and therefore should not attend school, church, or any public assembly, or use any public conveyance, so long as any scaling or peeling of the skin (see paragraph 4), soreness of the eyes or air passages, or symptoms of dropsy remain. A person recovering from scarlet fever should not thus endanger the public health nor appear in public until after having taken four times, at intervals of two days, a thorough bath. The hair should be thoroughly washed. This cleansing, however, should be deferred until the physician in charge considers it prudent.*

After recovery from scarlet fever, no person should appear in public wearing the same clothing worn while sick with or recovering from this disease, except such clothing as has been thoroughly disinfected, and this without regard to the time which has elapsed since recovery. Nor should a person from premises in which there is or has been a case of scarlet fever attend any school, Sunday-school, church, or public assembly, or be permitted by the health authorities or by the school board to do so, until after disinfection of such premises and of the clothing worn by such person if it shall have been exposed to the contagion of the disease.

#### DESTRUCTION OR DISPOSAL OF CLOTHING, BOOKS, FURS, ETC.

19. *Clothing, carpets, curtains, furniture and other substances that are to be destroyed should be dealt with in a way to avoid conveying the poison to any person in the*

process; they should not be simply thrown away or into some stream or body of water, and if burned should be completely burned and not partly burned and partly warmed or dealt with in a way to spread the poison of the disease. The glowing furnace under a large engine boiler or a quick, strong fire in the open air, far from dwellings, is a good place for the burning.

20. *All infected substances which are not destroyed* should be either thoroughly boiled, subjected to a dry heat of 250 degrees F. in a disinfecting oven or be thoroughly exposed to fumes of burning sulphur and afterward exposed to open-air currents for some days. Books and furs that have been used or handled by those convalescing from this disease are particularly liable to convey the poison to children who have never had the disease. Great care should be used to thoroughly disinfect any such articles that are not destroyed, and caution should be exercised before allowing children who have not had scarlet fever to handle any such articles that have been used by persons liable to communicate the disease.

#### HOW TO AVOID AND PREVENT SCARLET FEVER.

21. Avoid the special contagium of the disease. This is especially important to be observed by children and all whose throats are sore from any cause. Children under ten years of age are in much greater danger of death from scarlet fever than are adults; but adult persons often get and spread the disease, and sometimes die from it. Mild cases in adults may thus cause fatal cases among children.

22. Among the conditions external to the body liable to spread scarlet fever perhaps the most common is the inhalation of the contagium given off from an *infected substance or person*; but all influences which cause sore throats probably tend to promote the taking and spreading of this disease. Because of this and as a means of lessening the danger of contracting other diseases the following precautions should always be taken, but more particularly during the prevalence of any such diseases as scarlet fever:

23. Avoid exposure to wind and to breathing cold, dry air; also the use of strong vinegar or any other substance which tends to make the throat raw or tender.

24. Do not wear or handle clothing worn by persons during their sickness or convalescence from scarlet fever.  
*From Document issued by Michigan State Board of Health.*



#### EMPTY STOCKINGS.

Oh, mothers in homes that are happy  
Where Christmas comes laden with cheer,  
Where the children are dreaming already  
Of the merriest day of the year,

As you gather your darlings around you  
And tell them the "story of old,"  
Remember the homes that are dreary!  
Remember the hearts that are cold!

And thanking the love that has dowered you  
With all that is dearest and best,  
Give freely, that from your abundance  
Some bare little life may be blessed.

Oh, go where the stockings hang empty,  
Where Christmas is naught but a name,  
And give—for the love of the Christ-child!  
'Twas to seek such as these that He came.



In Oak Park, Ill., the children have donated the money required to fit up a room in the public library for the use of the children.



The day before Christmas is Good Child Day!  
How sweetly together the children all play,  
With never a quarrel and never a slight,  
While everything seems to go about right!  
The day before Christmas is Good Child Day—  
I wonder why it should happen that way?

—*Starkweather.*

## THE EDUCATIONAL CURRENT.

EDITED BY CLARA KERN BAYLISS.

### Our Motto.

GIVE us country clubhouses. In place of the eight or ten schools in each township, with enrollments ranging from six to sixty, each with meager apparatus and library of a half-dozen books, let us have one central graded school, with a building of eight or ten rooms, one of which shall be reading-room for parents as well as children; light the building well; put up sheds for horses and render country-life attractive by making the school the center of intellectual and social life for the community.

### The Charleston Plan of Promoting School Attendance.

THE State of Illinois has a statute more often held in abeyance than utilized. It is entitled "An act to promote attendance of children in schools and to prevent truancy." It is mild—very mild in its provisions—and is quite generally considered ill-calculated for its purpose.

But the value of a law depends largely upon the mode of administering it, and it has been shown in at least one of the smaller Illinois cities that what is commonly known as the "Compulsory School Law" can be utilized in promoting school attendance. The city is Charleston. The Superintendent is Mr. J. K. Stableton, who very graphically describes his mode of operation in *School and Home Education* for November. Of course Mr. Stableton had to call to his aid such auxiliaries as the good women of the Presbyterian, Methodist, Baptist, Christian and Catholic churches, and the supervisor, and his janitor, and warm water and soap, and a big zinc-lined bath tub, and an efficient truant officer. But by utilizing all these forces with a skill that would have made him a brigadier-general had he been in the army, and above all by so entering into the life of the less fortunate as to "make

them feel that we really wish to do them good; that while *we must have our way* and bring the children into school, we are doing it for their good," he was able to say,—speaking advisedly—"that every child of compulsory school age in our school district, not mentally or physically incapacitated for school work, was in school the required sixteen weeks last year, while many of those whom we compelled to enter remained in to the close of the schools in June."



In Prussia all the children go to school. In France 91 per cent. of them attend. In England 85 per cent. attend. In this country about 68 per cent. attend. The Charleston method ought to expand. Every normal child between the ages of seven and fourteen ought to be in school—preferably the public school, of course—not only sixteen weeks, but every week of every school year. An energetic superintendent can breathe the breath of life into about any old kind of compulsory law.



**Play in Schools.** If vacation schools and playgrounds are opened in every city and town, as it is hoped will be the case before many years, the effect upon the teaching in the regular schools will be profound. Mechanical teaching will rapidly decrease and our schools will change to some extent in subjects taught, and in a marked degree in the method and spirit of governing, teaching and learning. We may hope then to see something of the same energy, enthusiasm and intense application manifested in school work that we now see in play. One does not need to be a very profound student of play to discover that play is not the doing of easy things, as some have supposed. The amount of energy put into hunting, fishing, skating, bicycling, ball-playing, solving puzzles and playing checkers, chess, etc., proves to the most casual observer that play is not always easy. Closer observers readily discover the truth that the charm of many

Plays depends upon their difficulty. It is true that play is one of the best means of rest and recreation, as is now quite generally recognized, not, however, because it is easy, but because one becomes absorbed in forms of activity different from those called forth in his daily work and often those fundamental in race development.—*E. A. Kirkpatrick*.

The most successful primary school we have ever known was one in which everything the children did or studied was made to seem well-directed play.

Yet, let it not be forgotten that the pupils did work, and were required to do what was expected of them. Nothing is so advantageous to a child as to be taught to *enjoy effort*; nothing so disadvantageous as to be taught that all good honest "buckling-to" is a hardship. We cannot too much or too often deprecate a certain modern fad for making all things easy for the child, at the sacrifice of all manly striving on his part. This is what Child-Study means in the opinions of some people. But this is not at all what it means. It means examine your little living mechanism closely to find out what kind of a machine it is and what it can do, and *then see that it does it*.

Not long ago a man of sixty, whose father had been a man of prominence and of great executive ability, said: "Parents used to rule their children with an iron hand. They said, 'Do this' or 'Do that,' and the children had no option. They had no opportunity to experiment for themselves, or exercise their own judgment; and the result is that they have been timid throughout life, never feeling confidence in themselves." This from a man who has never made a success of life, who, a boy at sixty, is still attributing his lack of self-confidence to his father's autocratic will, struck us as a bit of that pathos one meets so often in the commonplaces of life.

But in the present reaction from the old *régime* the swing of the pendulum is carrying us too far to the other extreme—from being too rigid we are becoming too lax. In the educational magazines and at teachers and mothers'

meetings there are those who advocate passing pupils on to the next grade rather than discourage them; who talk about the hardships of the marking system and the danger of its making pupils dishonest; and who advise election of studies by pupils in the high school. To the first two propositions there is but one fitting reply: *Bosh!*—a highly classical word derived from Greek custom, if not from Greek literature. Who pays the mechanic who merely works *at* fitting his doors or his gas pipes, if he doesn't fit them? Who wishes to deal with a merchant whose integrity would not stand the test of class room competition? And this is not a world in which we elect all things to suit ourselves. It is one in which we take things as they come, the hard and the soft together, and make of them and of ourselves the very best our mettle can mete us. We want no children who will remain physically and intellectually flaccid. It is energy—good, hard, well-directed energy—that runs the world and the universe.



A Singular  
Object-Lesson  
in Patriotism.

**A** FLY on the lens of the telescope obscures a million revolving worlds. At great expense we keep the Stars and Stripes floating over every schoolhouse and celebrate the birthdays of dead heroes while we train our children to throw mud at living heroes. Was there ever another war in which such speedy and brilliant success was followed by such disgraceful squabbling and scandal-mongering as the Cuban?

The very natural response to the salutation of a hero-worshiping girl has driven a brave young man to a distant land to court death by a Tagal bullet that he may escape the ridicule and ignominy heaped upon him by a grateful country. The trifling indelicacy of deeding a house to his wife may cause the most conspicuous man in the world of to-day to regret that he ever captured two thousand fertile islands for a nation whose favor is fast becoming as proverbially fickle as that of France. Can America tolerate no hero unless he is as flawless as the All-Perfect himself?

**The Library.** THE library came in response to a demand of the people. Its beginning was simple. It was the mission of legislation first to recognize its very existence; afterward its preservation was the object of legislation. The story of the rise of the library and its intrenchment in law is an inspiring lesson in human progress.

The principle that lies at the foundation of all legislation for free public libraries makes the library an essential part of the system of public education. As it is the duty of the State to educate its citizens and to maintain public schools for that purpose, so the library should be maintained as the complement of the schools and should be maintained in the same way as the public school. An efficient school system is hardly possible without the public library. Hence mandatory laws are rapidly taking the place of permissive laws. The State is no longer a passive agent. It is now active. It not only establishes the library, it appoints commissions for their direction and provides for instruction in library economy.—*Professor Hennzinger.*

**The True Education.** DR. DEWEY says: A broad conception of the work of the schools is simply this, to teach children to think accurately, with strength and with speed. If it is in the school that they get their start, then where do they get their education? Tell me from your own experience, was it from the schools that you got most of your ideas? We had an experiment some time ago, when the teachers of New York made an elaborate investigation as to the teachers of boys and girls. The thing that influenced them most was the books they read. What, after all, is the supreme end of education? We should teach them to think with accuracy and with speed; we should believe in the supreme necessity of character. That is what is winning in the peaceful conflicts of commerce. If you care to analyze how character is built

follow it back briefly. Character comes from habits; habits from actions repeated; actions from a motive and a motive from reflection. What makes you reflect? Is it not something that you have read in a book, a magazine or a paper?

•

TRAINING pupils to read and to love good literature is by far the most important work done in school. It is the one thing that continues to contribute to one's education so long as he lives. It is not the ability to read, but the use made of that ability that contributes to the destiny of a child. Thomas Edison says his whole life was governed by reading a single book.

•

A New Type of Vacation School. IN all Boston's manifold and expanding plans for municipal, philanthropic and educational work the children of school age are remembered and provided for on a scale hardly to be excelled by any other city in the United States. As a matter of fact, the city's latest enterprise—the municipal camp for boys—is not duplicated in this land or anywhere else, so far as anybody knows. The idea, it appears, originated wholly with Mayor Josiah Quincy.

The term municipal camp hardly conveys to the uninitiated an adequate conception of the new project. In its workings, the camp is practically a vacation school, and is a very suggestive, unique, and delightful evolution of the summer-school idea.

It was ideally located on one of the city's islands in Boston harbor. The complete furnishings of a permanent character cost the city \$977. During seven weeks of the hot season 831 boys were given the benefit of a week's outing, inclusive of supervision, shelter, instruction and plenty of food, at a total cost of \$1,521, or \$1.83 per head. These figures seem to substantiate the declaration that the municipality can carry on a camp of this sort more cheaply than

any private charitable organization. The expense is certainly moderate enough to make it easily possible to afford a week's outing of this character to every boy of school age in the city who would not otherwise be able to enjoy a vacation outside of city limits.

*Commissioner Harris  
On Colonial Schools.* AS far as there are common schools now in our colonies they should be maintained and gradually improved. The introduction of English should be so gradual as to occasion the least native hostility to the public-school system. The expense of the schools should be met by local taxation rather than appropriations from the National Treasury. Public lands in the islands will be available in a few years and perhaps in a few months for the extension to the islands of the school-law system which now prevails in every state and territory of the Union. It is not necessary to pay the teachers or build the schoolhouses at the expense of the revenues of the general government. The school policy which the founders of this republic established for the first territory would fit the conditions in all the newly acquired islands. The great problem, in its fundamental feature, is not new. It is only necessary to follow the path blazed out in the wilderness of the Northwest late in the last century while profiting by the subsequent experience.

*New School for  
Nervous Children.*

NERVOUS and backward children are to be cared for in Chicago at a special school, the first of its kind in the world, established on the South Side. It is known as the Chicago Physiological School. Here children, whose physical condition handicaps them in the race with healthy boys and girls, are given a home and their training and studies adapted to their condition. The school is located at No. 5418 Greenwood Avenue and began its work November 1.

The institution will be affiliated with the University [redacted] Chicago. The educational work will be closely connected [redacted] with the departments of psychology and pedagogy of the [redacted] university. The board of trustees will number seven [redacted], among whom are Dr. William R. Harper and Professor [redacted] George H. Mead of the department of philosophy. Mr. [redacted] William Plankinton of Milwaukee and Robert Spencer [redacted] the same city, president of the Phonological Institute, will [redacted] be non-resident trustees. Dr. John Dewey, the eminent [redacted] psychologist and founder of the Dewey school at No. 541 [redacted] Ellis avenue, and several prominent physicians and citizens [redacted] of this city are greatly interested in the school.

The number of pupils admitted to the school is limited [redacted]. Only children under fifteen years of age will be taken, preference being given to the very young. Besides instruction [redacted] medical treatment will be provided for the pupils.

*Industrial Progress  
in the South.*

In all discussion and legislation bearing upon the presence of the negro in America it should be borne in mind that we are dealing with a people who were forced to come here without their consent and in the face of the most earnest protest. This gives the negro a claim upon your sympathies and generosity that no other race can possess. Besides, though forced from his native land into residence in a country that was not of his choosing, he has earned his right to the title of American citizen by obedience to law, by patriotism and fidelity, and by the millions which his brawny arms and willing hands have added to the wealth of this country.

If the South is to go forward and not stand still, if she is to reach the highest reward from her wonderful resources, and keep abreast of the progress of the world, she must reach that point, without needless delay, where she will not be continually advertising to the world that she has a race question to settle. We must arrive at that period where the great fundamental questions of good roads, education

**of farmers, agricultural and mineral development, manufacturing and industrial and public-school education will be in a larger degree the absorbing topic in our political campaigns.** But that we may get this question from among us, **the white man has a duty to perform; the black man has a duty.** No question is ever permanently settled until it is settled in the principles of the highest justice.—*Booker T. Washington.*

**A Fair Statement of the Case.** THE so-called Transvaal question has been purely trumped up. There has been no real ground of dispute on Great Britain's part with President Krüger's government. England has demanded a variety of things relating to the internal administration of a country which had the fullest right to order its internal affairs according to its own preferences. Without acknowledging the right of England to raise any question as to internal taxation, naturalization, school administration and the like, the Transvaal has nevertheless permitted itself to discuss such questions for several years, and has made very considerable concessions for the sake of avoiding, if possible, a conflict with an irresistibly powerful opponent. But Mr. Chamberlain, as British colonial secretary, has ingeniously changed his demands from time to time. Certain large stock-market interests also have systematically maintained a propaganda for stirring up the English people. Their theme has been the suffering of British subjects in the gold-mining districts through the oppressive conduct of the Boer government. We have repeatedly discussed these alleged grievances and have pointed out their absurdity and their falsity. The British subjects in the Transvaal are there temporarily for the most part. They have never had the slightest idea of giving up their British citizenship and becoming naturalized subjects of the Transvaal Republic. Yet England for months had been preparing for war on a most elaborate scale, with no pretext that anyone could give except that

President Krüger was not willing to make the term of year—~~s~~ requisite for naturalization quite as short as Mr. Chamberlain thought it ought to be. Never before has so preposterous an excuse been given for military preparations, ~~so~~ far as we have read history.—From "The Progress of the World," in the *Review of Reviews* for November.

And now England proposes to allow her subjects to ~~be~~ come citizens of the Transvaal without forfeiting their British citizenship. Suppose the Chinese should come in such numbers as to be two to our one, should become citizens, have our schools conducted in Chinese, and should still retain their citizenship in China!

### WORKINGS OF THE CHILD-MIND.

"Egg-wiped," pronounced the school director to ~~the~~ spelling class.

The class gave it up. Then they appealed to the director for the spelling.

"Eg-egg, ypt-wiped," spelled the director in a tone which implied that any class ought to know that much.

\*

In a rural district of Scotland an old farmer had ~~been~~ elected a member of the school board. He called at ~~one~~ of the schools and asked if he would be allowed to put a question to the class. On receiving permission he thought he would severely test their intelligence by asking:

"Noo, boys, can ony o' you tell me what naething is?"

For a moment there was perfect stillness. Then a small boy in a back seat got up on to his feet.

"Noo, my lad," said the farmer, "ye seem to be ~~the~~ dunce o' the class, sitting awa' doon there, but ye're mebbe nae. Let's see hoo ye can answer, and tell me what naething is."

"It's what an auld farmer gie's ye for haudin' his horse," replied the boy, with the sad air of experience.

"Mamma, come quick!" called small Willie from the bed where he was confined with stomach trouble, "I think I'm going to unswallow something."



The pastor of a certain church in Washington, on leaving his study, which is in the rear of the church, one day saw a little girl friend of his talking to a stranger.

"What was the man saying to you, Madge?" he asked, as he came up to her.

"Oh," said she, "he just wanted to know if Dr. C— wasn't the preacher of this church."

"And what did you tell him?" asked the pastor.

The little girl drew herself up with an air of great pride.

"I told him," she answered, with dignity, "that you was the present incumbrance."

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## AMONG THE BOOKS.

**ROUSSEAU AND EDUCATION ACCORDING TO NATURE,** by Thomas Davidson. A volume of the "Great Educators Series," edited by Nicholas Murray Butler. Charles Scribner's Sons. New York and Chicago. 254 pp. \$1.00.

A clear comprehension of the life and work of Rousseau is an essential part of a teacher's knowledge to-day if he would have any conception of the forces that have been operative in modern educational thought. Our debt to Rousseau to day is as great as his position and tenets were unique, viewed in their setting of the methods in vogue during his time. While the Scribners have rendered an immense service to education in the production of the earlier volumes of the Great Educators Series, this debt is greatly augmented by the production of Professor Davidson's scholarly book on Rousseau. It is admirably conceived both in matter and method, and is executed with unusual skill. It is both interesting and instructive.

The volume is divided into two main parts, the first dealing with Rousseau's Life and the second with Rousseau's Educational Theories. The first deals with (a) the formative period and (b) the productive period of his career. His educational theories are classified into those dealing with infancy, childhood, boyhood, adolescence, youth and manhood—each in turn. The care exercised by Professor Davidson is that of the painstaking student coupled with powers of unusual analysis and classification. No teacher will have cause to regret the purchase of this book, so meritorious will it prove on careful reading and study. It is particularly well adapted to Teachers' Reading Circle Work.

SOCIAL PHASES OF EDUCATION IN THE SCHOOL AND HOME. By Samuel T. Dutton. The Macmillan Co. New York and Chicago. 260 pp. \$1.00.

This volume is well adapted both for class study and private reading. It is an especially good professional book for teachers' reading circles as well as an excellent basis for discussion at parents and teachers' round tables. It must be regarded as one of the noteworthy educational books of the year, written as it is by one of the most practical and successful of school superintendents, who is at the same time in close touch with the best modern thought along the lines of educational and social philosophy. The ten chapters are selections from lectures given to teachers, parents and students of education at Harvard, Chicago and Boston universities the past two years. If we were to select the choicest educational nuggets from among so much pure gold we would especially commend these three chapters—"The School and the Child," "Phases of the Course of Study," and "The Correlation of Educational Forces in the Community." The book is bound to win its way on its merits, into the library of every progressive teacher, and every earnest student of educational topics will find refreshment reading this volume, which is a most satisfactory discussion of educational ideas and ideals from the author's view-point—that of the social aspect.

TALKS ON THE STUDY OF LITERATURE, by Arlo Bates. Houghton Mifflin & Co., Boston, New York and Chicago. 260 pp. \$1.00.

This book is crisp, refreshing, stimulating, thorough. It is made up in the main of the author's Lowell Lectures. It is fascinating from beginning to end. Each of the eighteen chapters is a literary masterpiece in form, expression and content. We cannot possibly conceive of a lagging of interest in the reading of this book. Such a condition is unthinkable. There is no padding or material; every word is vital. There is no biography of writers, for it is a discussion of literature and not a book about men. The author's analysis, his profound insight, his easy, clear English and smooth diction cause one to read it with real relish. In the perusal of this book one feels the touch of inspiring companionship. Open the book at any page, the eye will discover a beautiful sentence full of food for thought, yet served as a tempting delicacy. To the author the study of literature is really "experiencing" literature, "the taking it to heart and getting to its heart." To study literature is "to get into the attitude of mind by which the learner is enabled to enter into that creature thought of every book." It is thus that "reading is the garden of joy to youth, but for old age it is a house of refuge." The author recognizes that the "demand for patent medicines, widespread as it is, is insignificant in comparison with the demand for ready-made opinions" and that the "majority of mankind are as fond of getting their ideas as their wares at a bargain counter"; but he adds, "It is perhaps better to do this than to go without ideas, yet it should be borne in mind that on the bargain counter one is sure to find only cheap or damaged wares." When one reads this book by Arlo Bates he will have been convinced that the study of literature can mean nothing pedantic, nothing formal, nothing artificial. To carefully rea-

this volume is a long step toward a liberal education. Every teacher should assimilate it. It will prove not only a source of delight, but will add to one's pedagogical sinew. This book affords an opportunity for the managers of reading circles in the various states to give to the teachers that which will prove not only gratifying, but of lasting benefit.

**RAPHAEL.** By Estelle Hurll. Houghton, Mifflin & Co., Boston, Chicago and New York. 94 pp. 40 cents.

The name Houghton, Mifflin & Co. is synonymous for excellent publications. This is further proven by the first book, "Raphael," of a new series being issued from their press, dealing with the study of art in the schools. The series is designated, The Riverside Art Series, and the first book, a thorough examination of which we have just completed, shows careful preparation, and it is based upon the principle "by their works ye shall know them"—exemplified not only in literature, but in art. In Raphael the man we are interested only to the extent, the author and publishers correctly assume, that his marvelous paintings have appealed to us; and the editor of the series has emphasized the *study of representative pictures* rather than the *life* of the artist. Fifteen reproductions of the most interesting works of Raphael are included in the book, thus affording the pupil an opportunity for comparative study. As in their famous Riverside Literature Series they initiated a new movement in the study of the writings of Longfellow, Hawthorne, Whittier, etc., bringing the children into actual touch with literary masterpieces rather than mere biographical scraps concerning the authors, so we believe in the Riverside Art Series, we have another epoch-making departure that will count for much in the enrichment of the school course of study. Rembrandt, Michael Angelo and Millet will soon appear in the series in the order named, affording ample material for art study the current school year. The book "Raphael" is admirably written, typographically and mechanically attractive, and is marked by an absence of the "written to order" character of many publications designed for use in the schoolroom.

**DEUTSCHER HIAWATHA PRIMER,** by Florence Holbrook. Translated into German by Marie Hochreiter. Houghton, Mifflin & Co., Boston, New York and Chicago. 148 pp.

Miss Holbrook's "Hiawatha Primer," in English, has already gained wide celebrity as a practical book of great value in teaching a child his first lessons in reading. Its field of practical utility has been greatly extended by its translation into good German by Miss Hochreiter. By this we do not mean merely that thus an opportunity is afforded for young German children, unacquainted with English, to become familiar with this fascinating Indian legend. This is by no means the primary purpose of the book. The pedagogical import of the Deutscher Hiawatha Primer is much more profound. Its chief function is as a practical device for teaching English children to read and think German. For this purpose, as well as other accessory aims, it is admirably adapted. Just as interest in reading English is vital to the child's progress in the acquisition of English, so interest in the reading of German is the *sine qua non* of development of the child's ability to read

German. The new German word-forms are more easily familiarized to the child if they are presented with a continuity of thought-content such as this German edition of the Hiawatha Primer makes possible. English-speaking children, whether familiar with the story of Hiawatha or not, will, in reading the translation into German, so orient themselves as to come to think in German, and the auditory and visual memory of German word-forms become a secondary consideration, so great is their facility in the accurate recognition of them as a result of the intense interest aroused. In the acquisition of any new language, as in the acquisition of new words in English, sight work is more important than drill work, and nothing so sharpens the child's vision, nothing gives the interpretative sense such keen edge for the discernment of new word-forms in German or English as the gleam of intellectual light shed by the torch of interest which can be best enkindled only when there is a continuity of thought and story. This book contains German script as well as type, and gives to a child a larger vocabulary and with greater facility than any German Reader with which we are acquainted, made up, as they are, of scrappy selections, with no continuity of thought content. The plan inaugurated by the Deutscher Hiawatha Primer is bold and unique, but most praiseworthy in every particular, and will serve as a type for the best method of teaching any of the languages to children. It double-discounts the old time methods which have proven so unsatisfactory in actual practice.

#### BOOKS FOR THE YOUNG.

**THE BOOK OF KNIGHT AND BARBARA.** By David Starr Jordan. D. Appleton & Co. New York. 265 pp. \$1.50.

Surely Dr. Jordan need offer no apology for presenting the public with the collection of tales embodied in this new publication for children. Any imaginative child that failed to follow with breathless attention each and every story in this wonderful book would be an abnormal individual, deserving of especial investigation as to his mental condition.

Such a combination of inconsequent and incongruous ideas are just the food craved by little ones at that age when Santa Claus is a much more real personage than the various aunts and uncles whom they have heard of but never seen. The illustrations are reproductions of drawings made by children themselves to express their ideas of the stories told them. Hundreds of California children listened to, revised and then illustrated these stories, which were invented by Dr. Jordan for the entertainment of his own children. From the many drawings made, suitable ones were selected for the book, thus giving it a high pedagogical value as an indication of the working of the child-mind. Much is to be learned simply from a study of these pictures, while their attraction for little folks far surpasses that of the most artistic illustrations at the hand of an adult.

**THE GOLDEN AGE,** by Kenneth Grahame. John Lane, The Bodley Head. London and New York. 252 pp.

To the many recent books reminiscent of boyhood, written not so much for children as about child-life, must be added these chap-

ters from the talented pen of Mr. Grahame. His vivid pictures of childhood during that fascinating period when imagination plays so much larger a part than reality, and his exquisite literary style give a charm unsurpassed in this line of fiction. The illustrator, too, has caught the inspiration and has completed the success by his apt blending of the fact and fancy so deftly interwoven in the tales. It is a volume which will appeal especially to those grown-ups who, as the author says, in the story of "The Finding of the Princess," are "in no way superior to the former (children), only hopelessly different."

MOTHER GOOSE, with 250 illustrations by F. Opper. J. B. Lippincott & Co., Philadelphia.

The rhymes of Mother Goose with their catchy jingles will never be out of date for the entertainment of little folks, how many soever there be of modern and more pedagogical verses prepared for their benefit. It is a pity that this edition, so beautifully gotten out as to its printed form, should be so absurdly illustrated. The pictures may possibly amuse, they cannot possibly edify children of any age.

LITTLE BEASTS OF THE FIELD AND WOOD, by William Everett Cram. Small, Maynard & Co., Boston.

This little book, perfect in type and finish, is no less attractive for its contents. Any lover of nature and of animals, from a dozen years of age upward, will find most interesting and profitable reading in its pages. In the first chapter on "Little Beasts and How to Find Them" the author's personal and unusual interpretation of many animal characteristics fixes the attention at once, nor does the interest wane before the final page is read. It is a great surprise and pleasure as well to find that so many of the smaller wild animals still abound in the woods and fields of New England, despite the encroachments made on their territory by civilization.

A LITTLE GIRL IN OLD PHILADELPHIA, by Amanda M. Douglas. Dodd, Mead & Co., New York.

This pretty story describes in a most charming way the life of an orphan during the stirring times of the revolutionary period. The stern Quaker father and the sweet but world-loving mother, dying within short space of each other, left the child to be brought up under two opposing influences. Six months of each year were spent in the repressed atmosphere of a Quaker farmhouse, the remaining six under the care of a wealthy and fashionable aunt in the city. The period of her early girlhood occurs during the outbreak of hostilities between England and this country, and again the child's affections are divided between the patriotic city relatives, with whom she then makes her home, and a half-brother who fights on the British side. The historical background, with its details of family and social life, are well kept, and one sees emphasized in this story, as well as in "Richard Carvel," the fact that the revolution, not less than the civil war, set brother against brother and father against son. The difficult position of the peace-

loving Quakers' and their party differences are also clearly outlined. It is a book to be enjoyed and recommended to one's young friends.

**THE DOZEN FROM LAKERIM,** by Rupert Hughes. The Century Company, New York. 222 pp.

Boys who care more for football and college pranks than for scholarship and to whom literary style is of no moment if a book has fire and dash will find the stirring adventures of the Lakerim youth a tale to hold their attention from start to finish. The hazing tricks may not be new or original, but bring out the proper qualities in the heroes, and the various athletic sports are well pictured. The illustrations are above the average and the technical make-up of the book is excellent. Lively boys will welcome it for holiday reading.

**THE LOG OF A SEA WAIF,** by Frank T. Bullen. D. Appleton & Co., New York. 370 pp.

That large class of readers who find pleasure in stories of the sea will find this "Log of a Sea Waif" as thrilling in interest and not less strong and vivid in style than Mr. Bullen's earlier sea sketches. There is a naturalness, a salt whiff, as it were, from off the big waters, in his accounts of his first years on shipboard. Mutinies and shipwrecks are hard facts and not delightful memories. The young seaman's observant eyes and remarkable memory have served to make his past experiences full of both pleasure and profit to readers young and old.

**THE COMPANION'S NEW CALENDAR.**—The Youth's Companion Calendar for 1900 is unique in form and beautiful in design. The oval centerpiece, in high colors and enclosed in a border of flowers, represents "A Dream of Summer" and is supported on either side by an admirably executed figure piece in delicate tints. The whole is delightful in sentiment and in general effect. Larger than any of the *Companion's* previous calendars, it is equally acceptable as a work of art. As an ornament to the home it will take a pre-eminent place.

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# The Child-Study Monthly

*A Magazine devoted to Child-Study, especially in those departments that have direct bearing upon the practical problems contained in the education of the child.*

**MONTHLY, EXCEPT JULY AND AUGUST.**

### EDITORS:

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# The Child-Study Monthly

EDITED BY

WILLIAM O. KROHN AND ALFRED BAYLISS.

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## EDITORIAL.

What do children do when they are left alone? They take up shells and ashes and they build something, then pull it down and build something else, and so they never want the means of passing the time.—*Epictetus.*

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### CHICAGO VACATION SCHOOLS.

IT IS highly probable that the Chicago Board of Education will establish vacation schools on its own account the coming summer. A formal request, that will no doubt be acceded to, has been made by Miss American that the board take over the schools, support and manage them as an integral part of the public-school system, and such they should be. A broad, comprehensive school system suited to a city of Chicago's size and complexity should embrace every opportunity, every educational fact and every educational force that makes for, rather than against a healthy social and civic life. The vacation school, so capably managed and administered as it has been in Chicago, is no longer in the experimental stage. It must be recognized as an efficient factor in providing against the worst forms of social pathology.

The Chicago women's clubs have spent \$15,000 during the last three years to prove that vacation schools and playgrounds are profitable to the city as well as to the scholars. Last year, according to the report of Miss American, who is chairman of the school committee, \$5,950 was expended to keep 2,000 children under 14 years of age off the streets and employed in educational work of some sort, from kin-

dergarten exercises to manual training, drawing, painting and nature study.

Each child who attended the vacation schools during the six weeks they were kept open cost the committee \$2.93, of which fifty cents was spent for transportation and other expenses on the six excursions the children were given—one to Milwaukee on the Christopher Columbus, two to farms in the suburbs, one to the Douglas Park Natatorium, one to the Lincoln Park "Zoo" and one to Momence.

Four schools were kept open last summer—Haven School, Wabash Avenue and Fifteenth Street; Foster School, Union Avenue and O'Brien Street; Carpenter School, Center Avenue and Huron Street; Adams School, Chicago Avenue and Townsend Street.

New York has already appropriated \$50,000 for the maintenance of ten schools and thirty playgrounds in its congested districts next year.

\* \*

A special feature of the next issue will be a most interesting article on "Secretiveness in Children," being a comprehensive study of this subject by Caroline Frear Burk.

\* \*

A STATE Board of Health is usually a rather unnecessary piece of state furniture—a sort of wart on the body politic. Oftentimes the appointments are bestowed as rewards for political activity without regard for the medical and scientific ability of the men so appointed. The Michigan State Board of Health with its able executive officer—the secretary, Dr. Baker—is a brilliant exception to this condition of things. One of the most valuable lines of work attempted is the monthly publication, by the Michigan State Board of Health at Lansing, Mich., of the "Teachers' Sanitary Bulletin." Each one of these pamphlets might well form a valuable chapter of a book on school sanitation and hygiene. They should be preserved and bound.

## THE PARENT AS A FACTOR IN MENTAL DEVELOPMENT.

[An address delivered before the New York Association for Child-Study, Nov. 11, 1899.]

LET us at the start limit ourselves to a discussion of the influence of parents on the development of the child after birth. Let us ask only how, starting with the inherited possibilities and limitations which our children possess, we can make the most and best out of them by conducting their lives in the fittest ways. And let us remember that this must always be a practical question of the best thing to be done in certain conditions by parents of limited knowledge, limited time, limited incomes, limited control of the outside world, never a speculative question of supposed causes which would supposedly produce maxima of goodness, health, knowledge and such like. Genetic psychology, when it gives advice, should bear in mind that it is talking not to omnipotence, but to men and women who have to earn a living, sleep eight hours a day and work for themselves, their neighbors, their country as well as their children.

However, no parent should make out of this an excuse for shuffling his burden onto the shoulders of the school system. The teacher can only give a child a portion of her effort (varying with the number in the class) for some twenty hours a week. The Sunday School has the child only an hour or so a week. The average parents can control the food, playmates, work and play of their children to a large extent and ought to; and theirs is the greater opportunity, the greater responsibility. And their most important business as factors in the mental development of their children, namely, to be intelligent, well-behaved men and women, is a duty they owe to themselves and the world as well as to their children.

What, then, has the science of mental development to say to parents of average opportunities who are trying to use

the means within their control to forward the mental growth of their children? It seems wise in the few minutes at our disposal to neglect the more obvious precepts and to limit ourselves, within the rather vast field of advice still left, to a few considerations which, it is hoped, are not trite nor yet unimportant.

Development comes by a widening as well as refining and ordering of experience. Mere quantity of thought and action, other things being equal, makes broadness and quickness in thought and deeds. The man who is to be efficient in the world's service needs increasingly, as science and culture progress, a tremendous amount of data, of worthy mental content, a tremendous number of habits and powers of action. The highly-developed mind is a capacious, equally-balanced, many-sided mind. It would take too long to demonstrate the fact, but it surely can be demonstrated that the observant man is, in large measure, the man whom a host of experiences have equipped for observation; that the thoughtful man is, in large measure, the man in whom a host of relevant thoughts and memories rise to purify and complete his judgments; that the ingenious, "handy" man is the man whom a multitude of actions have provided with the ability to devise new ones. Experience is the great teacher and, again, with the proviso that other things (*e. g.*, quality and systematization) be equal, much experience teaches the most. The physician preparing to cure disease is sent to the hospital where a great number and variety of cases may widen his experience of diseases. The lawyer preparing for the practice of law is sent to the offices where a great number and variety of cases may widen his experience of litigation. Children are being prepared to live in a physical world amongst fellow-men and women. Let us prepare them for life, first of all, by widening their experience of things and men.

This vague general injunction brings with it a number of definite precepts.

First of all, parents can help the mental development of

their children by encouraging every wise effort to broaden the scope and enrich the curriculum of the schools. The parent who says, "Reading, writing and arithmetic were all I had and are good enough for my children," thereby closes up one pathway to the best development for his child. In the next place, the parent can help by widening the child's experience of nature. The older generation, brought up in rural surroundings, can hardly realize the importance of first-hand knowledge of hills, valleys and rivers, trees and flowers, crops and animals. It came to them as a matter of course, but city children will not get it unless someone takes trouble to widen their experience in that direction. Let the child know the richness of the real world.

Again, we should widen his experiences of the world of manufacture, commerce and business. Let him see all sorts of things made; let him watch all sorts of occupations; let him see the steamboats and cars, tell him where they come from and go to; let him see things bought and sold. Encourage him to explore the city or town he lives in and find out what is going on in it. And remember that the girl needs all this as well as the boy, for this is for mental development, not for practical utility. What I have advocated has been advocated with a view to making, not successful scientists or farmers or manufacturers or merchants, but efficient, successful *minds*.

Not only in the child's outer experience of things, but also in his inner life, his life of imagination and thought, should we seek development through broadened experience. He should play a multitude of games, should read a multitude of books, should ask a multitude of questions. Of course the question of quality comes to the front here. Not all games are fit for playing; not all books for reading; not all questions are fit to be asked or answered. Yet here again, if other things are equal, mere quantity of mental life is a desideratum.

So, too, with bodily control. We are beginning to know

how vitally accuracy and purposiveness and order in movements influence the accuracy and value and orderliness of our thinking. We run no risk in adding that a wide range of bodily activities helps to widen mental life. The boy or girl who does all sorts of things, reacts in all sorts of ways, takes part in all sorts of enterprises, is being developed thereby into a ready, intelligent person capable of efficient activity in some one chosen line. The parent who relies on the restricted round of kindergarten games and the gymnastics and manual training of the school, will have to be satisfied with less than the best development for his children.

Finally, high mental development depends on wide experience of human beings, their thoughts and feelings, motives and emotions, desires and ideals. The main body of this experience can probably not be gained till adolescence but preparation for it may be made. The clear warning to parents is, "Avoid absolutely isolation and caste." Let the boy or girl see other people, let him see them in large measure, and let him see all sorts except in so far as moral considerations prevent. Let him be among them, not only because you think it right for him to love his fellows, but because knowing them will help make a man of him. There are two great gifts which parents can offer their children—the first, experience of the world of things; the second, experience of the world of human life. The first may be bestowed from the time that the child begins to investigate his surroundings; the second can come in full measure only after adolescence has begun. In both cases the experience will be profitable in proportion as it is ordered and refined and (which is what I have been emphasizing) increased in extent.

The next topic, which I have picked out from a score of possible ones for your consideration, is the influence on mental development of certain definite ideas and habits. We all, parents and teachers alike, expect that the special training which we give in school courses and home-life will

develop certain habits and powers of such generality as will make them potent factors in all sorts of thinking and conduct, even such as are quite other than the thinking and conduct in connection with which the habits and powers were formed. We teach our children to obey us and expect that they will be more obedient in general. We teach them to be accurate in arithmetic in the hope that they will be the more accurate in all their studies. Now it is an unsettled problem how far our expectation in these cases is reliable. As a general rule it is not at all safe to presuppose that any habits or powers will thus become general features of the mind in all its dealings. As a rule such are likely to be confined to a particular order of facts, a particular sphere of conduct. For instance, ability to reason about the game of chess may not bring with it ability to reason in general. Accuracy in painting may not noticeably improve accuracy in other lines.

It is all the more important to find out so far as possible those ideas or habits which are, so to speak, prepotent; which, once gained, modify all or many of the mind's activities and reproduce themselves in numerous spheres of mental life. The possession of these is evidently a great part of a good mental growth. They are definite factors which we should always try to implant. By enumerating a few of them, we may get a notion of their nature which will help us to look for others and in the end to appreciate the part they play in development.

There is, first of all, the consciousness of being able to do disagreeable things. The mere idea that one *can* do things which are unpleasant may bob up and be of the utmost service on all sorts of occasions. It should be an early possession of every child. The habit of enduring and disregarding unpleasant feelings may also be of wide though not general use, no matter how acquired. One phase of it, namely, the ability to stand the strain of mental work, to disregard impulses to stop mental work, is of special importance. In

the moral sphere we may, if we arouse by any particular training the idea of justice, the habit of feeling that before parent, teacher, or anyone else one person is as another, that "me" and "my" stand for no more than "him" or "his," reasonably hope that such habit will be an influence in all sorts of situations. Perhaps the best example of a single idea, rather easily acquired but yet of tremendous importance, is the idea of scientific method—of looking to see what happens instead of saying or thinking words about it. Once in a person, acquired perhaps in connection with chemistry, this idea may apply itself to all sorts of data, to history, philosophy, pedagogy, business, health or anything else. This idea is perhaps the greatest influence on the mental life of this century. It should be the possession of boy or girl who is expected to lead successfully in any line of human progress.

From the few examples given it is clear that many of these potent ideas and habits can be set in action by the average parent in the normal course of home life.

In addition to these two positive suggestions—that parents widen their children's experience, and thoughtfully direct the formation of certain prepotent ideas and habits—I should like to make one negative suggestion, addressed to the intelligent parent, the "advanced" mother, the theoretical nurse or kindergartner. It is this: "Beware of fads! Beware of psychology which you misinterpret and misapply! Beware of articles like this into which you read something that isn't in them, or in which you neglect provisos and conditions which are exceedingly important!" Doubtless the traditional ways of bringing up boys and girls are faulty and imperfect. Doubtless painstaking observation and clear logical thinking will probably lead to better ways. But you may also be sure that many of the people who abandon traditional ways in favor of suggestions heard in speeches, read in magazines, or talked over in clubs, will fall into absurd fads and one-sided extravagances. I have tried to make this article harmless but I doubt not that

Some enthusiast may make it an excuse to try some outlandish system on some child. So I add this as a particular as well as general warning. EDWARD THORNDIKE.

*Teacher's College, Columbia University.*

\* \* \*

### A QUEEN'S KNIGHT.

In days of old, when knights so bold  
Their ladies' dainty fingers kissed,  
The joy of both was nothing worth  
Compared with half the joy they missed.

Whene'er I come into my home,  
A dainty lady coos to me;  
And fingers meet for kisses sweet  
Are given with joy and love so free.

I envy not the knights their lot  
For I am knight to Baby Love,  
And all the queens with brightest sheens  
Could not a truer knighthood give.

For her I'll fight with all my might  
The wars 'gainst sickness, blight and ill;  
All my life long 'gainst every wrong  
Her cause defend—a queen's knight still.

—E. H. E.

*Kasson, Minn.*

\* \* \*

Never use at a pupil's expense satire, sarcasm or any biting speech, or apply to him any opprobrious epithet. Shame on you if you do such a thing! It is an abuse of your superior position and will cause you to be despised as you deserve. But that is not the worst; it will lose you your moral and mental command over that pupil and perhaps over many. The boy or girl whose feelings you have injured will never again open heart or mind to you as you desire. Not only should we never express contempt for backward or refractory children, but we ought, if possible, never to feel this.—*Supt. Andrews.*

## CHILD-STUDY—ITS IMPORTANCE TO THE HOME.

[J. F. Saylor, the progressive superintendent of schools at Spokane, Wash., is giving a series of talks each Sunday in the leading paper of that city, the *Spokesman-Review*. He recently discussed in this manner the subject of Child-Study with the parents of that city, and we take pleasure in giving the benefit of this discussion to our readers.—EDS.]

**W**HAT is Child-Study? I discuss this theme with your readers to-day because the Teachers' Institute, which convened in this county last week, gave some attention to the subject of Child-Study. Quite frequently we hear those who have not given the matter any attention dubbing this question another one of the modern *fads*. It should be remembered that comparatively few meritorious innovations in educational work escape the derisive term, *fad*. Even with the best of innovations, some one or more persons may be enthusiasts to the extent that to them this innovation would be a *fad*, however good it may be. To the well-balanced person it simply becomes one link of the many that form the progressive steps in educational work. In due time it will receive its appropriate and proper share of attention and be consigned to its proper place in educational advancement. All progressive steps then may become *fads* and, indeed, they usually pass through this period.

### AN EDUCATIONAL FORCE.

Child-Study has come to be an educational force, not because it possesses some fantastic element that attracts the light-headed, but because it has been evolved out of the most solid and most commendable phases of our educational process. Why not study the child? Why not try to discover some of the principles and the laws of growth of the child as well as the principles and laws touching the growth of any other living thing? Why not begin to shape our educational work, frame our city ordinances, mold our

state and national institutions, when necessary, to conform to these laws? In fact, we have been doing that but have not appreciated that it was being done in conformity to the principles of child-growth. Every attempt to give a well-ventilated schoolroom, to introduce physical culture, to keep children from the street at night, to protect children in sweatshops and other manufacturing institutions by giving them short hours of labor or no hours at all—these and many other acts, both on the part of the School Board, City Council and State Legislature, have grown out of a higher interpretation of the rights of the child. While this is true, this movement was not given a name until there had accumulated a certain volume of classified facts which entitled it to the name "Child-Study."

It is just as important for the home to be studying these educational principles as it is for the school, because wrong treatment of the child at home has exactly the same effect as wrong treatment of the child at school. The child gets all its education during the first six years of its life at home, barring the work of the kindergarten, which has been lately introduced. It gets fully one-half of its education during the next six years of its life at home. This home-education should be governed by the same rules as are used in school. There ought to be organized in this and every other community a parents' league, whose sole and only purpose should be to find out the laws governing the growth of the child, and then try to observe them. If, however, we can succeed in carrying into each generation of school children the teaching of these things, it will place the next generation of parents on a higher plane to appreciate and to adopt Child-Study principles into their home-life. This is our one hope, if we fail to get the parents of this generation interested in these problems.

#### SOME OF THE PROBLEMS.

What are some of the Child-Study problems? Let us see. First, it has been discovered that there is a much larger number of pupils than we have had any idea,

who, because of defective hearing or seeing, are failing to get their full share of knowledge either at home or at school. These children are often dubbed stupid. They become a drag on the class, and they themselves do not know wherein lies their difficulty until informed by their teacher. The fundamental law underlying this is that every child must see an object clearly and must hear the words of the teacher distinctly, if it gets all the knowledge that is intended for it. Our duty becomes manifest at once, as growing out of this discovery, viz., that if these children cannot be given that kind of special and individual attention in the general schoolroom then provision should be made for them elsewhere. Some of the most progressive cities are doing this very thing.

Second—We now know that the mind grows when it is active. We know that it is active during its wakeful hours, and that it grows in the direction of its activity. There are no exceptions to this rule. It is a law of child-growth. Any child placed in infancy in the home of the savage family becomes a savage; in the slums of the street in any large city, becomes a street Arab and a "slummy" child.

The home of any child capable of doing, but which gives it the abandon and freedom of street life, neglects to do for the child what it ought to do, educates a street Arab. Instances without number could be mentioned to illustrate that the child grows in conformity with the environment in which it lives. If this is true, then the duty of the home, the school, city and state is plain. To make the conditions in which the child lives as nearly perfect as possible is a plain duty of all.

#### ITS NATURAL DISPOSITION.

Third—We know that the child's natural disposition is to be active, and yet we have in years past placed children six hours a day behind a school desk, refusing to give them that activity which nature demands they should have. The home very frequently puts on the strait-jacket, and says "Don't,

don't" to the child, and it is restrained from going in any direction toward which its natural impulses take it. Now, a duty in these matters is plain. The school is, little by little, remedying its defects by manual training, by introducing object-teaching, the kindergarten and laboratory work. Every father ought to devote one hour a day to the special study of his boy and plan amusements and little industrial chores to encourage the boy to fixed habits of industry, fixed habits of right culture and tastes in the matter of amusements, reading, etc.

Fourth—We now know that to fit the man or woman to carry a responsibility in later life, they should by degrees be habituated to carrying responsibilities in younger life, and yet many homes violate this rule every day by treating children with a false sentimentality, that chases away from the child all thought that it is growing to be a man or a woman, and perpetuates its childish whims far too long into its advancing years. We should exercise good judgment and sympathy, of course, in protecting children, but children must learn to know what disappointments, care and industrial duties are, and learn to bear them. They must learn to know that it is manly and womanly to bear them.

An unsympathetic world will force this responsibility sooner or later whether the parent will have it or not, and the child may then be unfortified to withstand it. These are only a few of the many plainer things that can be brought out along this line, which I shall hope, with your forbearance, to speak of at some future time.

J. F. SAYLOR, Supt. Schools.

*Spokane, Wash.*



Girls need health as much as—nay, more than—boys. They can obtain it, as boys do, by running, tumbling—by all sorts of innocent vagrancy. At least once a day girls should have their halters taken off, the bars let down and be turned loose like young colts.

## THE POCKET-KNIFE.

The Yankee boy, before he's sent to school,  
Well knows the mysteries of that magic tool,  
The pocket-knife. To that his wistful eye  
Turns, while he hears his mother's lullaby;  
His hoarded cents he gladly gives to get it,  
Then leaves no stone unturned till he can whet it;  
And in the education of the lad  
No little part that implement hath had;  
His pocket-knife to the young whittler brings  
A growing knowledge of material things.

Projectiles, music and the sculptor's art,  
His chestnut whistle and his single dart,  
His elder pop gun, with its hickory rod,  
Its sharp explosion and rebounding wad,  
His cornstalk fiddle, and the deeper tone  
That murmurs from his pumpkin-leaf trombone  
Conspire to teach the boy. To these succeed  
His bow, his arrow of a feathered reed,  
His windmill raised the passing breeze to win,  
His water-wheel, that turns upon a pin;  
Or, if his father lives upon the shore,  
You'll see his ship "beam end upon the floor,"  
Full-rigged, with raking masts and timbers staunch,  
And waiting near the washtub for a launch.

Thus by his genius and his jack-knife driven,  
Ere long he'll solve you any problem given;  
Make any gimcrack, musical or mute,  
A plow, a coach, an organ or a flute;  
Make you a locomotive or a clock,  
Cut a canal or build a floating dock,  
Or lead forth Beauty from a marble block;  
Make anything, in short, for sea or shore,  
From a child's rattle to a seventy-four;  
Make it, said I?—Aye, when he undertakes it  
He'll make the thing, and the machine that makes it.

And when the thing is made, whether it be  
To move on earth, in air or on the sea,  
Whether on water, o'er the waves to glide,  
Or upon land to roll, revolve or slide,  
Whether to whirl or jar, to strike or ring,  
Whether it be a piston or a spring,  
Wheel, pulley, tube sonorous, wood or brass,  
The thing designed shall surely come to pass;  
For when his hand's upon it you may know  
That there's go in it, and he'll make it go.

—Rev. J. Pierpont.

## ON THE RESPECT DUE TO LITTLE CHILDREN.

"The greatest reverence is due the child."—*Juvenal*.

TIME was when the divine right of kings was universally believed in and upheld.

That idea has now crumbled away. Our constitution recognizes the divine right of every individual. Children, too, have an inalienable right—the right to be respected; but they are not protected by any national constitution. The respect they receive is optional with their parents, guardians or teachers.

It has been very slow, the realization that children are to be studied religiously, and that they, as well as men and women, have inherent prerogatives which ought to be observed the more carefully because they can but weakly struggle for themselves. Pestalozzi was the signer of their emancipation, and the science of Child Study is their future safeguard.

Children have many different claims upon our respect. The first of these, and probably the least important, is that which is due to their person. They are not insensate goods and chattels, to be thrown about, as was the practice of Susan Nipper, who was "a disciple of that school of trainers of the young idea which holds that childhood, like money, must be shaken and rattled and jostled about a good deal to keep it bright;" or, worse still, like the redoubtable Mrs. MacStinger, who "never entered upon any action of importance without previously inverting Alexander Mac-Stinger (aged two years and three months) to bring him within range of a brisk battery of slaps, and then setting him down on a paving-stone to cool."

While these are illustrations found in fiction, unquestionably they are constant happenings in reality, and where even no cruelty is intended, how can a child have any self-respect when he is buffeted about in this fashion?

To roughly handle children is a violation of right from

our standpoint. This does not refer at all to righteous punishment, which should be thoroughly administered when necessary, judiciously but not with taunts nor in anger.

Any actual injury done to a child does not come within the scope of the present subject. The word disrespect is too mild and would not cover aught so barbarous. Nurses, who frequently practice indignities upon their helpless charges, cannot be too closely supervised.

It has come within our knowledge of a little girl who had chewing-gum put in her hair as a punishment for the offense of chewing it in school.

Until recently it was not an uncommon practice in schools to "box" (I believe that is the technical term) children's ears; also to strike them with a ruler upon the palm of the hand, that part of the delicate organ which is such an important nerve center.

On such atrocities as these too great censure cannot be heaped. Instances of a like nature are not to be included here. We mean rather to deal with those finer sensibilities of the child which ought to claim our consideration, but which are too often violated even in the most refined homes or by otherwise, careful and conscientious teachers.

Before proceeding to these, however, we would like to put in a plea for the personal possessions of the little ones. They do not seem of vital importance to us grown-up ones, but oh, they are so much to the children! Their insignificant belongings are as dear to them as are ours of far greater actual value. Their toys, their collections, their treasures are so much to them. We brush them away as we would rubbish, and do not for a moment stop to reflect that it is a real grief which we are imposing on the children. Older brothers and sisters, too, ought not to be permitted to pillage these possessions. The descent of the Vandals upon Rome was not a greater outrage to the Romans than the sacking of their individual belongings is to the little ones. I would be their champion if I could. Let us respect their property.

The same code of honor is to be observed with a little child as with older people. Not quite the same code—a stricter and more punctilious one because of their helplessness. It is more dishonorable to question a child than a grown person about matters on ground where we have no right to tread. A child cannot parry and thrust and is unequal to the combat. We have no right to listen to them when they tell us tales of their home or family not intended for our ears.

The respect due to the feelings of a little child is the most sacred branch of the subject, as well as the most comprehensive. Here most frequently do we err. Instances of this character are so numerous and varied that it is not possible to go over the whole field. Only a few can be enumerated, as: Wounding a child's sensitiveness; aggravating its temper; upbraiding it for its deficiencies, mental or physical; blaming it for qualities for which it is not responsible and for which you yourself (if you are its parent) are probably far more to blame, for heredity is a stern teacher and holds mothers and fathers to a strict account; it is never lenient; it never forgives; holding up to ridicule, in schools especially, a child who is slower in his lessons than the others or who innocently makes blunders which are not the result of inattention or misconduct; breaking of promises made to a child; never, never break a promise made to it; do not make the promise if not intending to keep it; betraying of a child's confidence. Oh, there are many, many ways, unfortunately, where the respect due to little children can be violated. The circumstances and occasion produce different species and can be easily determined by the application of the golden rule.

That children do not always pay the respect due to their elders may in a large measure be traced to a corresponding neglect on the part of the latter to treat the child courteously. A word will have more effect, if spoken kindly, than if punctuated with a blow or accentuated by a stinging personal remark. Children are not here in this world only

to be bent to the iron rule of their parents, whether they be just or unjust. The prerogative of their souls to be respected is more binding than that of their bodies.

Lord Byron's mother, who had a violent temper, we have read, used to vary her conduct toward her lame son by alternating a caress with some object thrown wrathfully at the boy or a taunt about his deformity, for which, perhaps, she was herself responsible. We can imagine how the sensitive spirit of the child was outraged and how his whole character and after life must have been influenced by this gross lack of respect to his feelings in childhood.

Children will sooner forget and forgive any violation of respect to their bodies than an injustice or irreverence to their spiritual requirements. A few cuffs or blows may be soon forgotten, but an outrage of their feelings will rankle forever when they recall the brutality, for it is worse than the kind of brutality which is amenable to the law because it cannot be reached in any way to protect their helpless state. Juvenal says in his fourteenth satire:

"Maxima debetur puerō reverentia." ("The greatest reverence is due to a child.")

JULIE CAROLINE O'HARA.



I do thoroughly believe that sound and imaginative fiction is as natural and as wholesome for growing minds as is the air of the seashore or mountains for growing bodies. The holiday counters are piled high with hastily written, superficial and, what is most important of all, unimaginative books. \* \* \* The important thing is not what we drill into our children but what we drill them into. \* \* \* Don Quixote is as truly necessary a part of a liberal education as the multiplication table. I am sure the boy is better off from knowing about Sinbad and Ali Baba than for being able to extract the cube root. No accumulation of facts can compensate for the narrowing of the growing mind.—*Arlo Bates.*

## THE EFFECT OF TOBACCO ON THE DEVELOPMENT OF THE YOUNG.

The use of the cigarette with the young is so enormously on the increase in many countries of the world, notably England, that much alarm is expressed with regard to its evil effects, and legislative measures are said to be in contemplation to restrict the sale of tobacco. There are reasons for believing that the annual consumption of cigarettes in Great Britain reaches a total of something like 3,000,000,000, which is equivalent to two cigarettes per day in a tenth of the population. The price is so cheap, nine cigarettes for two cents, that they are within the reach of all. This habit is growing rapidly, and according to a prominent weekly journal, can only be compared to what it was in the United States ten years ago, and it has been computed that in a few years 20 per cent. of the population will be cigarette smokers. Warning has been given time and again in both medical and lay journals that this pernicious habit, if indulged in to excess by immature boys and girls, will, in course of time, sap the vitality of the nation. Up to the present, however, these warnings have been like "the voice of one crying in the wilderness"—little heed has been paid to them. Nevertheless we take it to be the duty of scientific men who have made a study of the matter to continue to place the results of their researches before the public, so that at least it should not be said that the young slaves to the tobacco habit have not had the opportunity of learning the truth. Dr. E. Stuvers, President of the Wyoming Scientific College, has, in the last issue of the *Quarterly Journal of Inebriety*, given some instructive statistics illustrative of the effect of tobacco on the development of the young. From measurements of 187 of the class of 1891, Yale, he found that the non-smokers gained in weight during the college course 10.4 per cent. more than the regular smokers, and

6.6 per cent. more than the occasional smokers. In height the non-users of tobacco increased 24 per cent. more than the regular users and 12 per cent. more than the occasional. In increase of chest girth the non-users had an advantage of 26.7 per cent. and 22 per cent., and an increase of lung capacity of 77.5 per cent. and 49 per cent. respectively. These observations with respect to the dwarfing effects of tobacco are corroborated by observations on the class of 1891, Amherst, made by Dr. Edward Hitchcock. He found that in weight non-smokers increased during their course 24 per cent. more than the smokers; in increase in height they surpassed them 37 per cent.; in gain of chest 42 per cent., and in gain of lung capacity 75 per cent. Again, in France, the difference between the students in the polytechnic schools who smoked cigarettes and those who did not, in scholarship, as shown by their respective class standings, was so great that the government prohibited absolutely the use of tobacco in all government schools. Dr. Stuvers says, speaking of the effect of tobacco on the moral nature: "The use of tobacco has a peculiarly demoralizing effect on the moral nature of the young. In addition to making boys tired, stupid, and lazy, it makes them irritable, perverse, careless of the rights and feelings of others, besides, in many instances, leading to lying and even stealing." We do not hold a brief for the anti-smokers. Indeed, we are of the opinion, that, like vegetarians and teetotalers, they are often very intolerant, but we do hold strong views as to the need of repressive measures to control the lamentably increasing custom of smoking among the young.—*Pediatrics.*



The man who must ever struggle against temptation to do the wrong thing cannot be implicitly trusted to do the right thing. Neither he nor anyone else knows at what moment the temptation will become too strong for him to resist.—*George P. Brown.*

## YOUTH-STUDY IN THE HIGH SCHOOL.

Summary of Address Delivered before New Jersey Child-Study Association.

**A**DULTS are removed by three long steps from children. "The child is father of the man" is no longer admitted as a correct statement. The child is rather the grandfather of the man. There is one personality in between, and the high school covers the period of its manifestation. The second birth begins about the time the pupil goes to the high school. From the youth of this period the man is sprung. The child before this age represents his general heredity. In the high school stage we begin to see what the man will be. The individual ought to be studied closely in this period of the new birth, for this is a time of storm and stress. Now astonishing changes take place in this, the most trying period of life; and the boy does not understand himself. This is "the criminal age," as shown by the French statistics. It is, too, the age of conversions. And it is the age of suicides. These simple facts are so momentous as to demand the most serious attention.

At this age the youth is curious with regard to the mysteries of life and of sex. The worst things may happen in this time of the greatest dangers. Ideals are now in the process of formation. It is a time of uncertainty and secretiveness, and the youth is often misunderstood because of bashfulness. Whatever the symptoms, the boys and girls ought to be watched closely and sympathetically. Do our high schools meet these needs? As a rule, it seems not.

At the time of adolescence the savages are accustomed to give severe tests. The youth of Rome was given the *toga virilis*. The idea of the savage is to remove the weak and to preserve the strong. Our idea is too much like it.

Our education is too much a process of bringing about the survival of the fittest, the disappearance of the unfit. The high-school pupil selects his course of study. If he does not succeed, out he goes. We see this frequently. At the very time they most need and most crave sympathy, the boys and girls get the least, because they will not let the fact be known, and as teachers we do not come near enough to them. The youth is allowed to sink or swim. Hundreds drop out of our high schools in their first year. A very large percentage drop out because they are discouraged and not adequately helped.

We ought to form in our high schools groups of students each with a teacher-friend as guide and counselor. These teachers should record their observations to guide the school authorities; the records should be definite and full, indicating the interests, affections, ideals and enthusiasms of the boys and girls. Each record would become an interpretation, to every careful reader, of the character of the youth. It is well to put in what books the boy likes. Upon this record should be based the decision as to what studies the pupil should pursue in the high school. In all cases of arrested and uneven development we should plan the pupil courses with reference to the actual growth attained. Why should a child be kept out or put out of the high school simply because he has not yet reached the stage of mathematical development?

These teacher-friends of our pupils ought to look into the homes. They ought to be advisory counselors to the pupils themselves and to their parents. They ought to give the youth helpful information. It is here that the present teachers fail; they split apart the child's personal life and his education. Wise counsel, privately given, is what is most needed. Mothers and fathers do not give this information and advice from ignorance and false modesty.

The high-school age is the most important stage in the development of the man and of the woman. We ought to arrange our courses, methods and instruction so that the

ld may get what he needs. The high school does not st to cause the fittest to survive but to make the unfit That, in a phrase, is the school problem in all educa-1. By making the weak strong, the foolish wise, the l good, and by this process only shall we be able to ch the higher order of civilization.

CHARLES B. GILBERT, Ph.D.  
Superintendent, Newark, N. J.



#### LEANING AND LIFTING.

There are two kinds of people on earth to-day;  
Just two kinds of people; no more, I say.  
Not the saint and the sinner, for 'tis well understood  
The good are half bad, and the bad are half good;  
Not the rich and the poor, for to count a man's wealth  
You must first know the state of his conscience and health;  
Not the humble and proud, for in life's little span  
Who puts on vain airs is not counted a man;  
Not the happy and sad, for the swift-flying years  
Bring each man his laughter, and each man his tears.  
No! the two kinds of people on earth I mean  
Are the people who lift and the people who lean.  
Wherever you go you will find the world's masses  
Are always divided in just these two classes;  
And, oddly enough, you will find, too, I ween,  
There is only one lifter to twenty who lean.  
In which class are you? Are you easing the load  
Of overtaxed lifters who toil down the road?  
Or are you a leaner, who lets others bear  
Your portion of labor and worry and care?

—Ella Wheeler Wilcox.



Friend.—“How do you like your new teacher, Freddy?”  
Freddy.—“I don't know; I haven't misbehaved any yet.”  
Duck.



Johnny.—“Pa, what is meant by ‘descriptive writing?’”  
Pa.—“Descriptive writing, my son, is that part of a book which is generally skipped.”

## CLUB DEPARTMENT.

(For Parents' and Teachers' Round Tables.)

BY WILLIAM O. KROHN.

### DEPARTMENT OF MOTHERS' AND TEACHERS' CLUBS.

THE plan of carrying on parents' and teachers' round tables was fully outlined in the November and December issues. Those unfamiliar with the plan should consult those issues of THE CHILD-STUDY MONTHLY to do the most effective work. The previous syllabi had to do with "Children's Foods" and "Common Diseases of School Children," respectively. This month our syllabus is prepared for the purpose of discussing

#### CHILDREN'S PUNISHMENTS.

The object of punishment. Its uses and abuses.

1. What is punishment for?
2. A state may punish its subjects, upon violation of law, provided it has one or more of the following objects in view: (a) To prevent repetition of the wrong. (b) To warn others. (c) To reform the wrongdoer.
3. Has man any right to punish his fellow for any other reason?
4. Will the mere desire for revenge, a feeling of anger, etc., give him this right? Why not?
5. How do these rules apply in the government of children?
6. Punishment to be effective must be just, prudent and uniform. Why?
7. State some of the evil effects which arise when punishment does not possess these requisites.

#### CORPORAL PUNISHMENT.

1. What can you say of corporal punishment? Is it ever right to administer it? Why?
2. Corporal punishment may brutalize the child when

**unjustly given, when too frequent or too violent, or for too trifling reasons; on the other hand, it may be urged that, under certain circumstances, corporal punishment is the only remedy that meets the child's wrongdoing? What have you to say on this point?**

3. It is conceded that children generally show less respect for age, less regard for other people's rights and less obedience to law than formerly. May this arise from the home and the school?

4. During the past few years we have tried to make Right so interesting, so beautiful that the child shall always choose to follow it, and this is, of course, the ideal form of government; but in its application have we forgotten that any principle carried to an extreme, violates its own purpose?

5. Is it absolutely necessary that the child learn the meaning of the word *must*?

6. Will he, in adult life, ever find himself obliged to do certain things whether he wishes or not?

7. Which then is the truer kindness as a preparation for later life?

8. We are told, rightly, that corporal punishment should be a last resort, but does this mean that it should be last in point of time?

9. Is it not true that a proper punishment in the early stage of disobedience might prevent many severe whippings later on?

10. Which is the more honorable and consequently better for the child, to administer proper corporal punishment when it is necessary, or to surreptitiously pinch the child, shut it in a dark closet, tantalize or ridicule it? Which, in your opinion, is better fitted to bring about *true* obedience?

\* \* \*

Calisthenics may be very genteel and romping very ungenteel, but one is the shadow, the other the substance, of healthful exercise.

## A HERO.

THE girl has never cared much for dogs, but has lavished her affection upon numberless cats, all of which have come, sooner or later, to an untimely and tragic end. Dogs she has regarded as a necessary evil, to be avoided as much as possible. This morning, however, as she rode down town in a cable car, a dog appeared before her in a new aspect.

The butcher at one of the long, triangular corners of Cottage Grove avenue had hung outside his shop door a handsome cut of fresh meat.

"That flesh was a picture for painters to study. The fat was so white and the lean was so ruddy," quoted the girl to herself, out of the old grammar of her school days.

It was a commonplace looking dog that came trotting along while the car stood still a few minutes. He was a white and black dog, with a lean and hungry look and a dejected droop to his tail. He had had no breakfast. He meditated upon the prospect of one as he passed along. Times were very hard.

He had not always been in such straits. There was once a time when he was as sleek and prosperous as the best of them. He wondered if the family would ever return to town and sighed as he thought of the scarcity of rats in the alley.

In the midst of these reflections he caught sight of the butcher's shop door and the treasure that hung outside. Breakfast? What need had he to worry; was it not here provided—hung just within his reach?

He paused beneath it and sniffed the air longingly. He raised himself on his hind feet. It was within easy reach and nobody stirred within the shop—not a pedestrian was near. He sat down again and looked up at the meat, licking his chops. How easily he could pull it down! What

a breakfast—what a number of breakfasts it would make! He knew of a soft bit of ground, too, where he might bury his treasure.

He rose again on his haunches and reached toward the meat; his teeth almost closed upon it. But suddenly he dropped upon all fours and turned aside. He went and sat down at a little distance and looked back at it for a moment, regretfully, then he turned again and trotted resolutely away.

The girl settled back in her seat as the dog disappeared from view. She meditated upon the occurrence all the way downtown. Nothing, she was convinced, had saved that dog from becoming a thief except his own conscience and sense of honor. He was a moral hero.—*Stories of Streets and Town.*

\* \* \*

In Quincy, Mass., resides a young sculptor by the name of Jerome Connor. One fine day there strayed into Connor's workroom, on his way to school, a lank, freckled youth, aged, say fourteen. The next day the boy was there again, watching with open eyes and mouth the skillful sculptor at his work. To see a face and form reveal itself from the lifeless clay fascinated the boy. "Say, Mister, may I try that to-night after school?" asked the boy.

Connor smiled and said, "Yes."

So the boy came after school and tried it. And when he tried it again the next morning he forgot when school time came. In fact he forgot three days in succession. On the fourth morning a rap was heard at the door—a proud, pompous, official rat-a-tat-tat. It was a rap like the rap of a bairiff; a rap like the knocking at the gate in Macbeth. Connor, seeing the frightened look on the face of his pupil, suspected danger and pushed the lad into a clothes-press. Then he called, "Come in!"

And in there stalked an Honest Grocer, the father of the lad, accompanied by the truant officer of the school.

They demanded the boy.

Connor, having associated long with Monsieur De Junk, promptly declared he knew nothing about the boy.

The father insisted that the lad had told of monkeying in the mud, had been cautioned to quit it and now he was not at school. Where was he?

Connor said he did not know and told them to go on, take a walk, get a move on—it was his busy day! They threatened to search the place. Connor told them to search.

"Oho! what's this?" demanded the grocer, as he leaned over a batch of wet clay. It was the face of a woman. "By jings—it's the face of the boy's mother!" said the fond parent. "Now I know the kid is here, for no one but him around here knows how my wife looks!"

Then they searched the place and, on opening the clothes-press, dragged out the shame-faced boy. They cuffed his ears a few times for luck and led him in triumph away.

Connor went back to his work.—*Elbert Hubbard, in "The Philistine."*

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#### YOUTHFUL DIAGNOSIS.

"Mamma, I fink I am not well,"  
Said lazy little Mabel;  
The beans I'd given her to shell,  
Neglected on the table.

Her dimpled cheeks with roses vied;  
Her eyes the stars resembled;  
The chubby form my faith defied:—  
My darling had dissembled.

"I'm sorry, dear," I gravely said,  
"Because you'll miss the puddings;  
The place for sick folks is in bed,  
With not a taste of good things."

She thoughtfully smoothed out her dress,  
This wicked little sinner.  
"Then I'm not sick just now, I deess,  
I'll wait till after dinner."—*S. Jennie Smith.*

## THE EDUCATIONAL CURRENT.

EDITED BY CLARA KERN BAYLISS.

**Our Motto.** MAKE the schoolhouse in the country and the less fortunate urban districts the clubhouse for the community. Provide books, music, entertainments; make it the social and intellectual center of the neighborhood. *Cultivate* the child, not cram him, and cultivate his parents along with him.



### THE ILLINOIS STATE TEACHERS' ASSOCIATION.

Mr. Ramsey, Superintendent of Wabash County, said some of his teachers had to teach all grades, from the primary to the ninth and tenth.

A suggestion was made of combining several districts into one, as is done in other states and, in furtherance of this work, that the teachers "agitate for good roads."

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Prof. Felmley's paper was a strong plea for state aid for indigent school districts.

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President Albert G. Lane, of Chicago, recommended some proper provision by the state for the maintenance of schools in rural sections where the assessed valuation of property does not produce the taxes necessary to keep the schools open seven months in the year. Fifteen per cent. of the counties in the state report an average duration of schools of less than six months and 30 per cent. an average duration less than seven months. The rural districts remote from the larger cities and from railroads have found it difficult to maintain schools eight months in the year. Prior to the constitution of 1870, one-third of the state tax was distributed according to territory and the balance according

to the number of children. Now the whole distribution is on the number of children. These conditions need attention from the state and require radical action to remedy the evil growing out of it.

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It is the opinion of many educators that the present system of a dozen or more ungraded schools in every township should be done away with and one graded school, with the necessary force of teachers, located at a central point. This would give country scholars the same advantages as are now enjoyed by pupils in cities and would result in much more efficient work, at a greatly reduced cost over the present plan of scattered small schools.

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When introducing President Lane, Professor Collins, the retiring president, presented him with a gavel made from an elm tree planted by President Lincoln in front of the Lincoln Home. The gavel was fashioned at the Springfield Manual Training School. A. V. Greenman of Aurora was elected president for the ensuing year.

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The "Mission of the Common Schools" was the subject of a very able address by Charles M. Jordan, Superintendent of Schools at Minneapolis. The address was carefully prepared and dealt solely with practical problems in school work. He exalted the common schools, even declaring that they were doing their work better in influencing the young than the home and the church, the other two primary influences at work shaping the destiny of the country. Among many practical questions pressing for solution in school work was the proper maintenance of the common or grammar schools. He declared them to be the most important part of the educational system and he deplored the growing tendency to slight them and their teachers in favor of the high schools. He approved of the high school, but declared that there was too much of a disposition to give it attention to the neglect of the common schools and

Common-school teachers. He pointed out that the capacity of the latter schools was constantly taxed and that the most prodigious work was placed on the shoulders of their teachers, which he regretted. Few persons paid attention to them, but devoted their thoughts and plans to improving the high schools. He regarded this slighting of the common schools as one of the gravest questions confronting the educators of the country.

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Prof. E. Benjamin Andrews, Superintendent of the Chicago schools, on "Patriotism and the Public School," said: "As the mere wearing of the cross cannot constitute a Christian, simply to fly the flag over the schoolhouse will never by itself make us staunch devotees of the nation's weal. Not the Stars and Stripes, but what the Stars and Stripes stands for—liberty, union, rights, laws, power for good among nations—these are the legitimate spurs to our enthusiasm as citizens."

If the pupil is allowed to go out of the school feeling that the political conditions of the country are hopeless, the teacher has not fulfilled his duty to the nation. What the teacher should do is to show some conditions that can be remedied and send out the pupil with an ambition to better these conditions.

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A preamble and resolution by A. F. Nightingale, of Chicago, will probably precipitate the warmest discussions throughout the state of anything proposed in the Association meeting. The law provides for ten minutes' daily instruction in the effects of spirituous and malt liquors, cigarettes and narcotics on the system. The resolution is as follows:

"WHEREAS, By legislative enactment, with a penalty of fine for violation thereof, there is a law compelling the teaching of physiology in all our public schools, with special reference to the influence of narcotics and spirituous liquors upon the human system; and

"WHEREAS, We believe such instruction by compulsion is fraught with evil rather than good, and that such special legislation is inconsistent with the constitution of the state; therefore, be it

"Resolved, That we deplore the existence of the statute, and suggest that the Legislative Commission of the State Teachers' Association consider the propriety of making a case to test the constitutionality of the law.

Mr. Nightingale undoubtedly believes that compulsory teaching defeats its own purpose and that an enforced lesson of ten minutes each day on the subject of temperance is enough to drive any boy to strong drink. There is such a thing as overdoing the best thing in the world. If you should select the best little blue-eyed maiden in the district and set some clumsy teacher to preach morality to her at regular daily intervals—to tell her she must be a good girl and not use profane language—she would be neither more nor less than human if, in less than a fortnight, she didn't hide away in some dark closet to tear her dress and utter some wicked "swear-word" in sheer desperation.

Superintendent Bright of Cook County, in talking on an entirely different subject, said something which may be applied to this compulsory instruction: "I went into one school and heard the children singing 'America.' Now 'America' is well enough; and the children sang it well enough; but when the teacher said, 'I've had them sing that every day for two months,' I said, 'You poor creature! The Lord help the poor children!'"

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What Professor Tomkins said, although his topic was "The Religion of Education," also has a bearing on this instruction concerning narcotics and spirituous liquors: "I don't think I care for so many sideshows in teaching. Flowers in the window and pictures on the wall may help to cultivate the sense of beauty; but you are cultivating the sense of beauty in every just thought you utter; every problem in mathematics is harmonious, beautiful. Teach honestly,

**f**aithfully, earnestly, and you are cultivating the sense of beauty. You are teaching religion whenever you teach *anything well.*"

There were other notable lectures at the Association, extracts from which will be given in future issues of the CHILD-STUDY MONTHLY.

At the Child-Study section of the Teachers' Association at Springfield, Ill., C. V. Campbell of Chicago said that only in recent times have people begun to realize that the teacher must know not only the subject to be taught, but also the pupil to whom she is to teach it. By means of the audiometer, ergograph, etc., used in the Alcott School, it has been found that out of 212 pupils below their proper grade, twenty-four were dull in both ears. Five out of ten who are mentally at grade are also physically at grade; while six in ten who are mentally above grade are also physically above grade; which proves that anything which can be done to improve the child's physical condition helps him on in school. Mr. Wilkinson stated that at one school they had increased the efficiency of poor children by giving them a [nourishing lunch. At the Alcott School there was a difference of two feet in height between the tallest and the shortest pupil of one room, showing the necessity of adjustable desks. The strongest pupil in the room could lift three times as much as the weakest, proving the necessity of adjusting the gymnastic exercises which are now graded according to *mental* strength. One of the most interesting of the ergograms displayed was one in which the record of strength was full, steady and well sustained for about a minute and a quarter, and then suddenly fell off. This was the record made by the best sprinter in the Lake View High School. Mr. Wilkinson called attention to the fact that this revealed the weakness of ergographic tests as a basis for school requirements, since, the experiments being necessarily limited in time, the pupil who was

capable of long-continued effort might be mistaken for the weaker.



**Here to Stay.** **W**HAT about Child-Study? This question was asked me in California a few months ago and recently it was repeated by a friend just returned from England. Well, what about it? It is only ten years old. I do not mean to say that children were not studied earlier than that. The greatest of teachers knew little children; so have teachers great and small known them from that day to this; but "Child-Study," as a fad, a fashion or a science is only ten years old. The designation is most happy. No better words for a teacher's work could be coined than Child-Study. Next to the injunction, "Know thyself," should be this: "Study the child." There are indications that the public has wearied of making a specialty of it. Inevitably there has been much foolishness developed by those whose zeal was not according to knowledge, but "Child-Study" is here to stay and it will be of great and permanent service to the schools, the teachers and the children.



**The Mothers' Club.** **N**ATURALLY the woman who was merely occupied in bringing up a family felt her insignificance until the mothers' club movement went abroad in the land; then she found that she was the Alpha and Omega of everybody; that motherhood was the essential career of the woman. Of course some people knew the fact before, but it needed to be stated in modern terms for the benefit of the modern woman.

The latest official statement of the sort was made at the recent convention of the Mothers' Assembly of New York State, held in the Assembly Chamber of the capitol in Albany, when the certificate of incorporation was duly filed in the office of the Secretary of State. The avowed purpose

of the organization is "to bring the mothers of the state together in conference for promoting the best interests of the home, the improvement and training of children and the advancement of moral and social conditions of the commonwealth."

Two types of woman were represented in the assembly—the woman who was merely occupied in bringing up a family and the woman who had used the Mothers' Club as an avenue for the promulgation of the principles she considered most important to the welfare of the human race, and, therefore, to mothers. There was the woman-suffrage woman, the temperance-reform woman, the physical culturist, the humane-society woman, the Sabbath Alliance woman, the peace-of-nations apostle, the school-law reformer and a score more, but the president, a woman who was merely occupied in bringing up a family, kept the poise in a quiet little fashion of her own.



**The School City.** SELF-GOVERNMENT or the School City, as practiced in Philadelphia and other places, "provides for the government of the school by a mayor, twelve councilmen, six police-men, one director of public safety and one of public works, elected from pupils and teachers. The mayor, councilmen and magistrates remain in office throughout the school term, but the policemen are elected every two weeks. The city ordinances have been made from time to time as needs have been recognized. Thus the ordinances forbid profanity and the use of bad words, writing on the walls, throwing papers, pretzels, hats, banana, apple or orange skins, stones or mud. Cleanliness is to be observed when in the yard or the schoolroom and the citizens must be clean. Fighting is prohibited and, in place of it, the boy who has a grievance against another may take his complaint to a school magistrate, who may either settle it or refer it to the council and mayor." All matters affecting the order of

the halls and classrooms are also under the control of the ~~st~~ officers—and a member of the Chicago Hyde Park School City assures us that going before the council is sometimes rather funny and sometimes not so funny.

One of the most conspicuous results of self-government among pupils has been the changed attitude of many children toward policemen, sanitary officers and others who exercise governing authority. From their own experience in school government the reasonableness and the necessity of organization become apparent to them. They come to understand the nature of law and to appreciate the fact that liberty in the right sense has no quarrel with law and government.

Mr. French, of the Hyde Park School, "calls attention to the fact that the new system has had a most beneficial effect on the teachers. It has so entirely emancipated them from the mere work of keeping order that they can devote themselves wholly to the work of instruction."

But let it not be supposed that there are no grave defects in the working of this system under the present conditions. It would be remarkable if, during the period of transition, there were not some degree of laxity in school discipline. For instance, in this same school the pupils often talked in the halls with the sole object of teasing the teachers, who were looking on but had no right to correct them. On one occasion, when the pupils suspected that the principal had been expatiating to a visitor on the benefits of self-government, some of the boys ran noisily downstairs by way of counteracting an unduly favorable impression of the system which the visitor might take away with him. One of the teachers in this school is a versatile, energetic little lady who has made, outside the school, such a reputation for the compounding of dainty salads and ices that the newspapers made mention of her skill in this particular. One day when this teacher was ill and the class was to conduct its own recitation, a member of the class produced

from his pocket one of the newspaper clippings regarding this enterprise of the teacher; whereupon the class decided that modern history was quite as important as ancient and proceeded with an animated recitation on the subject of "How Mrs. B. Worked up the Ginger-bread Trade."

We relate these facts, not for the purpose of telling tales out of school, nor to reflect discredit on self-government in high-schools, but for the purpose of showing that when the system is introduced for the first time among pupils of the high-school it is handicapped by a tradition inbred in the lower grades; that school discipline is a contest between the pupils on the one hand and the teachers on the other. We relate these facts for the purpose of emphasizing the assertion that self-government in the schools, in order to be perfectly successful, must *begin in the beginning*; must be practiced from the kindergarten up. We have not yet put rod-rule so far behind us that pupils do not feel a certain community of obligation to infringe the accepted order of things whenever a tempting opportunity presents itself; and when pupils are introduced without preparation to a high-school city they cannot eliminate from their blood this inherent tendency to mildly rebel against the known wishes of the teachers—especially when in so doing they can satisfy their sense of humor.

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For this reason it is particularly gratifying to know that Mr. Ray, of the John Crerar School in Chicago, "has been successful in adapting the system to elementary and grammar grades, making personal self-control and personal influence in the control of others the key-note." When these children shall have passed up through the grades and the high-school, the ideal of such men as Mr. French and Mr. Thurston will come nearer to being attainable; for Mr. Shaw tells us, "these men do not think of school government as existing primarily for the sake of keeping order from day to day, but for the more important purpose of developing the right qualities of what we may term social

character—those qualities that fit one to live usefully and well in the varied relationships of life."

(The quotations in this item are taken from Dr. Shaw's article on "The School City" in the *Review of Reviews* for December.)

"IT IS evident that until the day when our rural school teachers are mature persons who have added careful professional training to their personal qualifications as teachers, it will be necessary to have someone to plan and unify the work done in country schools."—*Cora Hamilton, Pontiac.*

FORTY years ago women teachers were admitted to the National Educational Association merely as honorary members, with the privilege of sending papers to be read by the secretary of the association.

A FINE portrait of Newton Bateman, for fourteen years Superintendent of Public Instruction for Illinois, has been placed in the office of the State Superintendent at Springfield.

THE Federal Commissioner of Education, William T. Harris, reports a total enrollment in all schools throughout the country of 16,687,643, an increase for the year of 432,550. Thus it appears that fully a fifth of the total population is attending school or college.

Schools and School Funds of Chicago. THERE are in Chicago 320 schools buildings, of which 14 are high schools. Six buildings have been erected during the past year. These schools accommodate 242,807 pupils, instructed by a force of 5,535 teachers. Beside these there are 156 private schools employing 2,329 teachers and accommodating 91,341 pupils.

The highest monthly wage paid in the public schools is \$300 and the lowest, \$50. The total amount earned by

teachers during the last year was \$4,866,661.80. The amount paid during the year for books for poor children was \$45,514.31; and for library books, \$36,739.81. The amount of the bonded school debt is \$1,666,800.

The total amount of money received during the year ending June 30, 1899, including the \$187,375.48, reported on hand June 30, 1898, was \$8,824,691.60. The amount of money raised by school-tax was \$7,117,921.61. Chicago receives from the township fund \$513,423.88, of which \$467,231.83 comes from rental of school lands valued at \$8,185,657. In addition to these sources of revenue, Cook County receives from the state fund of \$1,000,000, disbursed by the State Auditor, \$306,806, the lion's share of which goes to Chicago.



**I**T WILL confer a great favor upon the editor of this department if anyone will send her explicit statements of reliable facts tending to show that animals have intelligence. The statements should always give the name and address of the observer.



**Manual Training  
in the Colleges.**

**I**HAVE no fear that the college will ever cease to draw appropriate and noble inspirations from Athens and Rome. But wise men are anxious to see the colleges of our country brought into closer connection and more vital relations with the industrial and commercial world. It is certainly appropriate that universities should serve American democracy in the most effective way. The variety of tools and machines which men employ is itself an index of civilization. Inventors all over our land are giving their trained intelligences to new devices for improved work, and workmen themselves are stimulated to become inventors. In the breadth, continuance, and intensity of their intellectual life there are manufactories which rank well with colleges,  
*—President Barrows of Oberlin.*

## MOTHERS AND TEACHERS.

THAT mothers should be interested in schools is a most natural state of affairs. Schools are for the children, and whatever concerns the children's weal or woe is the mother's chief business. That parents have always been interested in the school relations of their children we may not doubt, but we hail, as one of the happy signs of the times, the expression of that interest. It is an acknowledgment that teachers, like mothers, are the friends of the children, that the school exists for the good of the children and the parents and teachers are workers together—let us hope for good.

One of the forms which this expression of interest takes is the Mothers' Club, or the conference of mothers and teachers.

First, it must be remembered that although parents and teachers are working together and with a common aim, their points of view are different. The mother ordinarily has had no experience in a schoolroom except as a pupil. She remembers that certain privileges were allowed, others refused; certain fashions were sanctioned, others condemned. Why, she did not question in her childhood and she does not remember now. To the child-pupil the rules were an arbitrary part of the schoolroom regime, to be accepted like a dose of medicine, without inquiry or comment.

But in the home the mother herself has become a maker of rules and an ordainer of customs. For every direction or custom she knows a reason that seems to her good. These reasons have reference to the good of the individual child or to the comfort or pleasure of the home.

The mother's point of view, therefore, is that of the individual and the home. The conditions of the schoolroom are foreign and forgotten.

The teacher, on the other hand, has the school-room point of view. That may mean simply that she remembers

that she must deal with children, not in the natural and relatively simple relation of the home, but in the formal and formidable relations of the schoolroom. Places, times, seasons, work and often plan of work, are foreordained for her, and to these artificial conditions she must adapt sixty real children, often children to whom such conditions are entirely unknown.

To this ever-present problem is added often the yoke of tradition, which the teacher unthinkingly accepts; for, with the visible schoolroom equipment, she takes possession also of the antique customs of the domain.

The mother's questions have ever been: "Will this help the child?" "Is it good for the home?" The teacher's questions are: "Will this help the child?" "Is it good for the school?" "Is it sanctioned by school tradition?"

The first question is the same with both mother and teacher. Here they have a common desire and common purpose. It would seem that this question might suffice and that all opportunity for differing might end with the satisfactory solution of this problem. And so it might if the child were to stand always as a unit without regard to the community in which he lives. But no—his interests are interwoven with those of countless other lives. The mother recognizes this in the home, for there the child's present comfort and pleasure are often yielded for the good of the home, the mother considering him not simply as an individual with individual desires and interests, but as a member of the family whose good is, in the end, his own highest good.

It is here that the divergence begins and here should tolerance, patience and courtesy have full sway. "Put yourself in her place," should be the motto for both mother and teacher. The parent should consider the matter from the school side of the question and the teacher from the home side. Such mutual interest, courteously expressed, with a sincere desire for the general good, will make the way clear to both.

Ah! many a case of discipline would vanish into thin air if the same thoughtfulness and kindness which underlie society found expression in both school and home; if mothers and teachers could learn how to apply the proverbial command, "Put yourself in his place." It is the earnest hope of all friends of the children that the confidences of mothers and teachers which are now becoming so common, shall tend toward this goal, and that we shall learn to work together, more and more, for the good of the children.

Just here parents and teachers need to work together most earnestly—the one asking, with sincere desire to know the truth, whether the good of the school demands what seems intolerable to the child; and the other desiring just as earnestly to learn when the tradition of the school conflicts with the individual good.

In such coöperation, in such earnestness, in such mutual desire, shall we yet learn how to make our schools more helpful to our children.—*Sarah Louise Arnold.*



To-day the child is fitted into the school; to-morrow the school must be fitted about the child.—*O. J. Laylander.*



An ignorant people may be governed; only an intelligent people can govern itself.—*Prof. Henninger.*



I have a strong faith in the divine background of the child.—*Anna Bryan.*



At any price the best teacher is the cheapest.—*Henry Sabin.*

## WORKINGS OF THE CHILD-MIND.

### THE LAZIEST ONE.

Parent—"Who is the laziest boy in your class, Johnny?"  
Johnny—"I dunno."

"I should think you would know. When all the others are industriously writing or studying their lessons, who is he that sits idly in his seat and watches the rest, instead of working himself?"

"Why, the teacher."

### WE ALL RECOGNIZE THE PICTURE.

Harry—"I spoke a piece in school to-day, ma."

Mother—"I'm pleased to hear it. Did you do well, my son?"

Harry—"Oh,—well enough, I guess. I stuck my hands in my trousers pockets, looked out the window, and rattled it off."

"Give me some familiar proverb about birds," said the teacher.

Tommy Tucker raised his hand. "The early bird—" he paused a moment and tried it again. "The early bird—"

"Yes," said the teacher, encouragingly. "That's right."

"The early bird gathers no moss."

Example.—Jane gave one-sixth of her candy to John and one-third to Mary. She had six sticks left. How many did she have at first?

Answer.—Third-grade boy: "Jane had a *hole* bag full."  
Lawndale School, Chicago.

Little five-year-old Nettie, who had been brought up in the city, was spending a few days in the country.

"Grandma, what are those funny little green things?" she asked, as they were passing through the garden one day. "Why, those are peas," was the reply. "Peas nothing!" exclaimed Nettie. "I'm 'sprised at your ignorance, grandma." "Why, dear, what do you mean?" asked the old lady. "I'd think," replied Nettie, "that a woman of your age ought to know peas come in tin cans."



"I know what expansion is since school started," said Bobbie, "and I'm agin it, too."

"Why?" his mother asked.

"'Cause the more expansion you git the more joggerfy you got to study."



Teacher.—"John, illustrate the difference between sit and set."

Bright and Patriotic Boy.—"The United States is a country on which the sun never sets and the rest of the world never sits."



Freddy's mamma had a caller one day who several times during her stay said, "Now I must go," always resuming her seat, nevertheless. Upon another repetition of the remark Freddy said, solemnly, "Don't you believe it until she's gone, mamma."



"Why, Edie," said a mother to her little daughter, "what have you done to your dolly's eyes?" "I tooked 'em out," replied Edie, "so she couldn't see that she had to sleep in a dark room."



"Johnny," said the mother of a precocious youth aged five, "I told you to give your little sister the lion's share of your candy and she says you didn't give her any. Why didn't you do as you were told?" "I did, mamma," answered Johnny. "You see, lions don't eat candy."

## AMONG THE BOOKS.

SCHOOL HYGIENE. By Ludwig Kotelmann. Revised and enlarged by the author and translated by Bergstrom and Conradi. C. W. Bardeen, Syracuse, N. Y., 1899. 352 pages. \$1.50.

This is the most comprehensive and thorough treatise on this subject extant. It contains thirteen chapters on such subjects as history of school hygiene in Germany, illumination, ventilation, heating, furniture, school programs, eye and ear, curvature of spine, and infectious diseases. Such a book has long been needed in English. In so far as our printed literature goes, on this subject, we are found to be far behind the French and Germans. The book, dealing as it does with conditions as they exist in Germany, contains some material that relates specifically to German conditions and not of such value to American teachers as the major portion of the book. Some of the devices for testing impurity of the air, e. g., pages 73-79, are not near so good as those familiar to American teachers and being of American make are less expensive, and at the same time less complicated. The chapter on school furniture is good, from the German view-point, but we have school desks in actual use in many of our American schools far ahead of the ideal desks pictured by Kotelmann. American school furniture is almost as far ahead of German school furniture as American school text books are better than text books common in German schools. But the book contains so much meat that every teacher should be familiar with it. Bardeen has again placed our teachers under obligations to him by bringing out this valuable book. The translators deserve great credit for their excellent work. As Professor Burnham of Clark University once said—and he is the best all-round authority on school hygiene in the country—"This book by Kotelmann is the best outline for the teacher. The book is written in an admirably concise style, and by the aid of numerous tables a vast number of important facts and principles are presented."

*Note.*—This book and THE CHILD STUDY MONTHLY for one year will be sent to any address for \$1.60, if ordered from A. W. Mumford, 203 Michigan avenue, publisher of THE CHILD-STUDY MONTHLY.

THE SILVER SERIES OF LANGUAGE BOOKS. By Albert LeRoy Bartlett, A.M. FIRST STEPS IN ENGLISH. For third and fourth grades. 176 pp. Beautifully illustrated. Cloth. Introductory price, 38 cents. THE ESSENTIALS OF LANGUAGE AND GRAMMAR. 318 pp. Cloth. Introductory price, 62 cents. Silver, Burdett & Company, Publishers, Boston, New York, Chicago.

"The Silver Series of Language Books" makes a delightful study out of what is usually one of the dryest and most difficult branches taught in the school room. It does this through the simplicity and skill with which the rudimentary principles are pre-

sented in the elementary book, and the exquisite taste which has guided the selection of apt and beautiful illustrative exercises; and through the directness and thoroughness of method shown in the higher book, by means of which pupils not only master the rules of grammatical construction, but also grow so familiar with correct and elegant language that the use of good English becomes habitual.

In their minutest details both books bear the marks of earnest, continuous thought, wise method and careful adaptation to a higher purpose than the ordinary grammar or language series. The simplest lessons teach something beyond technicalities: they are alive with thought; they arouse the children's powers of observation; they appeal to their sense of right and honor; and they develop that fine courtesy which comes from true kindness of heart.

Something more will be gained from these books than a knowledge of the rules of grammar and the ability to speak and write correctly. A love of the beautiful in nature and a taste for the best in literature, must inevitably grow out of careful study of the many fine selections and their discriminating analyses. It is not too much to say that the children who are privileged to use these books will be early initiated into that rare culture of heart and brain which is the outcome of familiar acquaintance with the true and the beautiful.

The technique of the series is remarkable. The author shows himself master of his subject in every way. His definitions are clear and incisive; his reasoning is so simple and logical that it will aid pupils in making further deductions for themselves; his plans for composition work, for review, etc., will be invaluable to teachers in their suggestiveness.

Mechanically, both books are models of their kind. The clear, open page, the judiciously selected type, help to bring out the value of the text. "First Steps in English" is beautifully illustrated with exquisite color pictures and reproductions of famous paintings and of original drawings. The cover designs of both volumes are novel and artistic.

**OUR COUNTRY IN POEM AND PROSE.** Arranged for collateral and supplementary reading by Eleanor A. Persons, Teacher of History, Yonkers Public Schools. Cloth, 12mo, 204 pages, illustrated. Price, 50 cents. American Book Company, New York, Cincinnati, Chicago.

This is a choice collection of patriotic pieces gathered together from different sources, making a volume of rare interest and value. The book includes the best things said or written about our country by a long line of authors, poets, patriots and statesmen from the colonial period to the present time. While we are teaching the three R's in our schools, we should not forget to inculcate lessons of patriotism and devotion to duty; and this is a good text-book for the purpose, as nothing can inspire in the hearts of the young such lofty and patriotic sentiments as these and similar selections which should be read, re-read and committed to memory in our schools. We are glad to see such a book published and hope it will be largely introduced.

DICKENS' TALE OF TWO CITIES. Edited for schools by Elia Boyce Kirk. (Eclectic School Readings.) Cloth, 12mo, 304 pages. Price, 50 cents. American Book Company, New York, Cincinnati, Chicago.

This tale of the French Revolution of 1789-92, the scene of which is laid in London and Paris, is one of Dickens' most celebrated works. The story is here presented just as it was first written with the exception of a few paragraphs and chapters not necessary to the continuity of the narrative. All references to the condition of the French people before and during the French Revolution are made on the testimony of trustworthy witnesses. In writing the book the author "hoped to add something to the popular and picturesque means of understanding that terrible time." The book is well adapted for school and home reading, not only because of its literary merit but because of the authentic historical information it contains.

There is a strong probability that we shall shortly see a uniform edition of Mr. James Lane Allen's works. We are informed that the Macmillan Company have secured the publishing rights of those of Mr. Allen's books which have hitherto been published by Messrs. Harper & Brothers. This gives them the control of the whole of Mr. Allen's works issued up to the present, and makes possible a uniform edition for which the desire has so often been expressed.

Mrs. Mabel Osgood Wright is engaged upon a book for children which she will call "The Dream Fox Story Book," and which the Macmillan Company will publish early in the spring. It will follow in the successful series which already includes "Tommy Anne and the Three Hearts;" and "Wabeno, the Magician."

D. C. Heath & Co., Publishers, Boston, announce for early publication "A Briefer Course in Physiology," edited by B. P. Colton, author of "Physiology: Experimental and Descriptive." The work contains all the improvements in method and arrangement that were first presented in the author's advanced work. It is admirably adapted to the needs of schools that wish to secure the best results both in knowledge and training.

#### AMONG THE MAGAZINES.

The future of Cuba and Porto Rico, the Philippine question, financial legislation in the new Congress, Secretary Root's report, the British reverses in South Africa, and the recent progress of American municipalities are some of the topics editorially treated in the January *Review of Reviews*.

*The Child's World in Picture and Story.* A. W. Gould, Chicago.

This is the title of the best weekly magazine for kindergarten, primary school, Sunday school and home that has ever come under our notice. It is as entertaining as the best, and is far more instructive than most, by reason of the fact that each issue treats of a single subject, grouping related things together in such man-

ner as to make their relationship manifest. For example, the first four numbers of "Mother Nature's Children at Work and at Play" are: I. Building a House of Silk, with illustrations and descriptions of the cocoon of a moth, the web of the tent caterpillar, of a spider, the house of a water spider, and that of the trap door spider.

II. Building a House of Paper, treats in the same way several kinds of wasp nests.

III. Building a House of Wood, tells of the tree's nest for its seeds or offspring; of the nest the ant makes in the tree; and the one the beaver makes of it; and the home of wood the human being makes from it.

IV. Building a House of Clay, treats of the worm's house, the ant's city, the pueblo of the Indians and the brick dwelling of man.

It will be seen from this that the information given is consecutive and cumulative—not fragmentary, as is usual in children's magazines.

The following will be the topics taken up during the year:

1. "Mother Nature's Children at Work and at Play," a series of 16 numbers, 3 each month from December, 1899, to April, 1900, showing how animals and plants "Make their Homes," "Go to Market," "Keep House," and "Go to School."

2. "Mother Nature's Farm," another series of 16 numbers, 3 each month from May to November, 1900, showing how Nature, without the aid of man, "Ploughs her Fields," "Sows her Seeds," "Tends the Plants," "Reaps the Harvest," "Puts up the Fruit," "Clears up the Place" and "Gets Ready for Winter."

3. "Mother Nature's Helpers," a third series of 10 numbers, one each month throughout the year, showing how human life is helped by the Weaver, Shoemaker, Potter, Trader, Sailor, Engineer, Doctor, Fireman, Postman and Soldier.



Sorrow and scarlet leaf;  
Sad thoughts and sunny weather;  
Ah, me! this glory and this grief  
Agree not well together!

—*T. W. Parsons.*



Among the stubbled corn  
The blithe quail pipes at morn.—*George Arnold.*



The mother was examining the proof of her little four-year-old daughter's photograph. "Why didn't you smile, Nellie?" she asked. "I did smile, mamma," replied Nellie, "but I 'spect the man was busy an' forgot to put it in."



Clyan—"Yes, I know about that country. That's where they hunt effelents to get their tusks to make ivory soap of."



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FEBRUARY, 1900  
Vol. V & No. 8



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Alfred Bayliss

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# The Child-Study Monthly

*A Magazine devoted to Child-Study, especially in those departments that have direct bearing upon the practical problems contained in the education of the child.*

**MONTHLY, EXCEPT JULY AND AUGUST.**

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# The Child-Study Monthly

EDITED BY

WILLIAM O. KROHN AND ALFRED BAYLISS.

Vol. V.

FEBRUARY, 1900.

No. 8

## EDITORIAL.

### A COMPREHENSIVE STUDY OF CHILDREN.

THE Bureau of Education at Washington, D. C., has undertaken the gigantic task of giving a comprehensive recapitulation of the various Child-Study investigations the past few years, to which have been added the results of some original researches under the direct auspices of the Bureau of Education by its specialist, Dr. Arthur MacDonald. These combined results concern a total of 15,000,000 children in this country and Europe. Taking up the report by topics, we find the following:

#### FEAR.

A study of fear in the youthful subjects was made by distributing hundreds of lists containing all manner of causes such as might excite that emotion. Parents, teachers and other persons—even the little ones themselves—marked off such items as the latter really feared. After reducing all of the replies to a table it was found that the highest number feared thunderstorms, the next highest reptiles. Then follow, in order, according to the number fearing them: Strangers, darkness, fire, death, domestic animals, disease, wild animals, water, insects, ghosts.

A comparison of an equal number of boys and girls

showed that the girls feared 1,765 things on the list and the boys 1,106. The girls exceeded the boys in the fear of everything except water, high places, and strangers. The ratio of girls to boys in the fear of rats and mice was 75:13, as might be expected. It was also ascertained that fear in boys increases from the seventh to the fifteenth year and then declines, while in girls it increases more steadily from the fourth to the eighteenth year before diminishing. The fear of thunder and lightning, reptiles, robbers and machinery was found to increase with age.

#### FEAR OF GHOSTS BY CHILDREN.

Another novel inquiry enlarged upon the fear of ghosts in children. By questioning the little ones and tabulating their answers, it was discovered that the most frequent source of their knowledge of ghosts was in stories told by other children. Stories read by them ranked second in frequency. Of all the other sources, servants had been the most active. Some have derived their first knowledge from pictures, a less number from games or from their own imaginations. The smallest number, less than 1 per cent, had first heard of ghosts from their parents.

It was discovered that fear almost universally accompanied belief in such specters.

The most popular belief as to the power of ghosts was that they chase and catch children. Other notions, in the order of the number of believers, were that they glide swiftly, appear and disappear, do all sorts of mysterious things, foretell death, and injure people. Of those questioned as to the time when ghosts appear, a majority believed it to be in the dark, when one is alone. Stating the places where ghosts may be expected, the highest number of opinions was in favor of graveyards.

#### THE ONLY CHILD.

A study of "only children"—those without a brother or sister—indicated that this class is below the average of health and vitality. Mental and physical defects of a grave

nature were found much more common among them than among children generally. They were found to enter school later than other children, and to be less regular in attendance. Their success in school-work was below the average. They did not appear to join readily in games with other children, but preferred quieter forms of amusement. A considerable number had imaginary companions. Their social relations were generally characterized by friction. Precocity and selfishness were predominant traits. Such defects seemed to result from the tendency of parents to spoil "only children," and from a tendency to sterility in the stock.

A careful study of the circumstances of birth and childhood of what were considered to be the fifty greatest men of modern times disclosed the fact—interesting in comparison—that the average great man was born in a family of six children, not including half-brothers or half-sisters. It was figured from the data that the chances for greatness in a child are two to one in favor of the older half of the family.

#### EFFECT OF SEASON OF BIRTH.

That children tall for their age are generally born in summer is another novel deduction. As far as boys alone are concerned, those who first see light during autumn and winter are not as tall as those born in spring and summer. Those born in November are the shortest; in July the tallest. Averages for girls show that those born in winter and spring have less length of body than those born in summer and autumn. The tallest girls are born in August.

#### EFFECT OF SOCIAL STATUS.

That growth in children degenerates as we go lower in the social scale is shown by statistics of 50,000 individuals. There is found to be a difference of five inches in average statures between the best and worst nurtured classes. In a separate study of boys alone, the same results were vividly shown. Beginning with public schoolboys with good home

surroundings in the country and then falling into grades successively lower and lower—through asylums, industrial schools and the like—their mean statures show a constant degradation.

#### DOLL HABITS AS INTERPRETIVE OF CHILD NATURE.

Another unique plan of research was for the purpose of studying the characters of children through their doll habits, it being considered that the educational value of dolls is great. A list of twenty-nine questions was prepared and submitted to nearly a thousand children, boys and girls. The various kinds of dolls played with ranked as follows in order of popularity: Wax, paper, china, rag, bisque, rubber.

Of many confessing that they had treated other things as dolls, the greatest number had so substituted cats, clothespins, pillows, bottles, sticks, and dogs. Nearly four-fifths had tried to feed dolls; nearly two-thirds had thought them hungry; nearly seven-tenths had credited them with mental powers; almost the same number had really thought them sick at times.

It was discovered that of city school children below 6 years, 82 per cent. of boys and 98 per cent. of girls have played with dolls; between 6 and 12 years, 76 per cent. of boys and 99 per cent. of girls.

#### POWERS OF MEMORY.

In experiments for testing the memory powers of an equal number of boys and girls at different ages in school and university classes they were all read a simple story containing 324 words and 152 distinct ideas. The reading required three minutes, after which they immediately proceeded to write what they could remember. The conclusions were that the growth of memory is more rapid in girls than in boys. It was also shown that one must reach his maximum memory power at an early age, generally near the beginning of the high-school period. After that it de-

clines. Great men have strong memories in the lines of their interests, although absent-minded, generally speaking.

The report embraces the recapitulation of many other interesting researches and should be read at first hand, for it is the best epitome of Child Study so far published.

#### FOR BACKWARD CHILDREN.

ONE of the most important educational developments of the present day, and one which appeals to and interests the community to an extraordinary extent, is just being inaugurated in Chicago. We refer to the "Chicago Physiological School," which is now affiliated with the University of Chicago. The statement of the methods, objects and plans of this school can be best set forth in the words of Miss Mary R. Campbell, so well known to the readers of THE CHILD-STUDY MONTHLY, and it is to her energy, devotion and vitalized consecration that this new movement in education owes its realization:

"In our methods we claim nothing original, nor do we claim to transmute an abnormal child into a normal being. We do hope, however, to overcome by our methods many of the mental and physical peculiarities, and to bring the minds of these children as nearly as possible to a normal mentation. In handling such children, each teacher must evolve her own methods, suited to the individual needs. We are testing with these children the value of the pedagogical methods which experience has proven to be most successful with normal children. No child is admitted into the school until a thorough diagnosis has been submitted by either the family physician or one of the regular consulting neurologists; and then the child is entered only on probation, and if found to be uneducable, is not kept in the school. While it is seemingly unfeeling for us to reject some cases, this is never done until we are convinced that a degree of normal mentation is impossible. We have to

be very discriminating, and it is sometimes hard to judge where the line of demarcation shall be drawn; but the school is designed for educational purposes, and not for care-taking or hospital service.

"After a child has been accepted as a regular member of the school, examinations, tests and measurements are made. This work is done by some of the consulting physicians and experimental psychologists. By means of these physical and psycho-physical tests, we are able to get an approximate idea of the mental status and calibre of these children. Careful records are kept of each child's progress, by physicians, teachers and nurses. In order to show the sense development, tests are made from time to time by members of the faculty who have made a study of children, giving special attention to the measurements and physical signs by which correct inferences of mental action can be made.

"The life of each child in regard to exercise, study, diet, etc., will be in accordance with the advice of the physician who diagnoses the case. The task of overcoming the deficiencies of those children rests mainly with the teacher and not with the physician. Many parents make the mistake of supposing that this is the work of the physician, and therefore fail to put the child under skilled teachers; and it is not until the most valuable years of the child's life are over that the parents realize their mistake.

"We prefer to take very young children. Our reason for this is that young nerve cells are more amenable to training and development. Frequently parents have come to me to test children, who, had they been in the hands of skilled teachers, instead of indulgent parents, might have become nearly normal. This educational work should be begun as soon as the child is recognized as deficient; and the best years for such training are between the ages of three and nine, for it is at that time that the brain is in the formative period.

"In our work with this class of children, we aim to make

them natural in behavior, to train them to observe, think and act for themselves. In our educational work we will pay particular attention to the domestic sciences—cooking, sewing, etc. In our cooking classes we have both boys and girls. As yet we are giving but little attention to sewing, and will not for some time, at least until there is better co-ordination of muscles. Our children are too nervous for the regular schools of sewing, and therefore we will give them only large and coarse materials to work with.

"Everything that we teach our children will have some practical place, and will fit them for a vocation in the home life. Utility will underlie all of the training. As the majority of the children cannot go out into general society, we aim to fit them for their own home circles, and thereby prepare them for useful and industrious, hence happy, lives. Our highest aim is to make them useful members of society in their own little communities—the family life.

"While our children must live rather secluded lives, because of their extreme nervousness and ill health, yet they will be brought into contact as much as is wise and possible with normal children, and with the life of normal people. For this purpose trips are arranged for some of the children to museums, art galleries, concerts and children's entertainments.

"The ancestry, personal physiology and psychological history of the children will be closely studied and the results arrived at will furnish valuable data to the university in the way of child-study, sense tests and the effect of nervous derangements on the capacity for study."



#### WILL MEET AT CHARLESTON.

THE next session of the National Educational Association will be held at Charleston, S. C., July 7 to 13, 1900. The decision to meet in a southern city in preference to a northern point, has been reached.

The decision has been anticipated for some time, being

based on the expressions of the individual members of this committee after their visit to the cities of Charleston, Boston, Cincinnati and Montreal. The receipt of favorable action by the railroads was the only cause for delay in making the announcement.

The arrangements with the railroads include one fare for the round trip plus \$2 membership fee. Diverse routes are offered in going to Charleston, but where the return by diverse route is through Washington a slight additional charge is added.

From Chicago the rate will be a little less than \$30, to include stop-over at Chattanooga, Lookout Mountain, Atlanta, and Richmond, Va. The return by way of Washington will cost \$2.50 additional. Tickets will be good for return until September 1.

We are compelled to admit that there has been a rather pronounced feeling against Charleston as the meeting-place for the N. E. A. this year. Montreal or Boston were in high favor, especially with those planning to go from the N. E. A. to the Paris Exposition.

In creating a sentiment in favor of Charleston as a meeting-place among those indifferent or opposed to it on grounds of personal inconvenience, no time should be lost in fully advertising the charms of the southern city and the advantageous routes in reaching it, as well as points of interest en route. The task is a great one and the time short. We must all do our best to meet the hearty invitation of Charleston and the whole Southland, with an equally hearty response in the way of good attendance from the North.



#### A VICTORY THAT DID NOT VICTORY-IZE!

THE editor of the *School Journal* prematurely congratulates himself in the following manner:

##### VICTORY FOR PHONETIC SPELLING.

Reformed spelling has been adopted by the congregation of the University of Chicago. After listening to the arguments pro and

con, the congregation, consisting of 180 professors and doctors of philosophy, decided by a small majority to adopt the spelling advocated by the N. E. A. and employed by *The School Journal* and other educational periodicals. *The Journal of Pedagogy*, the *Botanical Gazette*, the *Journal of Political Economy*, and other publications of the university will be affected by the order.

It is too bad, but the senate of the University of Chicago "takes the curl" out of this account of the wonderful "victory" in the university congregation "consisting of 180 professors and doctors of philosophy." The senate, a higher body and of sober dignity, in its recent session refused to concur in the action of the university congregation.

The university senate, as well as the editors of THE CHILD-STUDY MONTHLY, cannot get rid of the delusion that Webster knew how to spell. The *School Journal* has marched up the hill gloriously, but then it does not require quite so much breath to march down again.

\* \* \*

### MACHPELAH.

Lie down and sleep,  
Here in thy couch of state,  
That lieth before Mamre—  
They shall keep  
The field for thee, till centuries lie deep,  
Crushing, from out thy hundred years,  
The life, the laughter, and the tears.  
Thou, mother of a nation—sleep.

The noisy years have been,  
And are not. Let them go.  
Shall not their life-blood in the veins  
Of thy sons' sons forever flow?  
Their shadows shrink into the low  
Dim galleries of thy place of rest?  
To keep the mountain from thy breast,  
The pillared rock unwearied stands,  
Till a thousand years run out their sands,  
Let the worn, old hands lie still.  
Sleep on and take thy fill  
Of rest, until God call.

Past are the long, still hours,  
 When the heart in thee beat high,  
 And listened down the voiceless years,  
 To catch the echo of a feeble cry.  
 Thus wind of the wilderness,  
 Long years thou hast to blow  
 The sands about Machpelah's mouth,  
 Till weak and old the nation grow,  
 That all may know her Child is He—  
 The promised Seed, the Victory  
 That overcometh death.

The murmuring streams shall creep  
 About this bed—the battle-cry  
 Of rocks crash through this sleep.  
 The smiling Canaan sky  
 Look down on blood and death.  
 Here shall be silence sweet and deep.  
 Aye, deep as faith.

Lo, now they bring the stone  
 Unto Machpelah's mouth, and there the doom  
 Of darkness falls. Each bright child of the sun  
 Flies terror-stricken from the tomb.  
 They leave the dead.  
 Isaac hath turned, uncomforted,  
 Unto his mother's tent, and night shuts down.

Ah, Lord, thou knowest why  
 Hearts wait, and faith grows weak,  
 Listening down the silent years,  
 Until God speak.  
 Joy, joy, that it is so,  
 Lord God of truth! That we  
 May look at last upon the face of our life's soul,  
 And know it comes of Thee!

MORGAN GROTH.

Kansas City, Mo.



Many schoolmasters, same as I have seen, more as I have heard tell, be of so crooked a nature, as when they meet with a hard-witted scholar, they rather break him than bow him, rather mar him than mend him.—*Roger Ascham.*

## SECRETIVENESS IN CHILDREN.

TO THAT field of child activity wherein the instinct of secretiveness has play, the adult is necessarily largely a stranger, unless he call up retrospectively his own experience. Observation of children here fails to reveal much more than the important fact of the existence of such an instinct; a view of its inner workings, of its concrete material, would be anomalous, and conscious expression on the part of children, too, would be contradictory. It is because children do so successfully keep their thoughts and feelings and many of their actions hidden from those around them that the method of reminiscence seems best adapted for laying bare the inner springs of the secretive instinct.

This study, which aims merely to open up the subject in the way of suggestion, is based on a hundred or more concrete instances of secretiveness, given by adults in reminiscent form. I wish largely to present this material, fragmentary though it be, as it came to me in its freshness, letting it speak for itself, for it is only through the concrete that we can gain a sympathetic appreciation of any phase of child life. At the same time, though the number of instances is small, yet the variety is such and so seemingly typical that they seem to offer some classification based on a rough psychological analysis.

In these instances of secretiveness two points are especially noticeable: First, what is kept secret, as feelings, thoughts, deeds, etc.; and, second, the motive for such secretiveness.

### WHAT IS KEPT SECRET?

In regard to the things secreted, there is a marvelous and amusing variety, but the instances all fall under the following large heads.

- a. Feelings.
- b. Thoughts, or some line of intellectual activity.
- c. Wrong or forbidden deeds.
- d. Material things.

Without doubt secretiveness is greatest where strong feeling is concerned. Among the cases in hand we find concealment of religious emotions, superstitions, shame, ambition, romantic feelings, dislikes, animosities, revengeful feelings, loneliness, doubt with its accompanying pains, disappointment, fears, etc. Perhaps the feelings which children are most prone to conceal are fears, ambitions, religious and romantic feelings. I give the following concrete instances, which testify to the vitality of the child's hidden life:

1. "When I was six years old I used to sleep with my grandmother. As I lay in bed I could look out into her sitting-room, and could see part of a mahogany bureau, with shining handles. After the light was put out I could always, when there was moonlight, see this dark object with the shining handles, which caught every ray of light. It always seemed to me that it was a coffin, and I had such a horror of it that it made me utterly miserable. It was well known to us children that foolish fears would not be tolerated, so I never said anything about it. Many nights I have lain staring at that object, not daring to cover my head or scream lest the corpse which I always imagined it to contain should come to life and come out toward me. For two years I endured that terror without mentioning it because I instinctively felt that it was silly and unreasonable and I did not wish anyone to know of it."

2. "Among my schoolmates I was practically isolated; girls of my age were interested in going to parties and their conversation was chiefly of that. They all dressed richly and I could not. I was very anxious to be a favorite, to be praised and admired, and when I found I could not be I withdrew into a world of my own, where I could be supreme. An exceedingly awkward and diffident girl, all my dreams

were of social conquest, of being brilliant and handsome and of impressing everyone."

3. "At one time I became convinced that the only way by which I could attain holiness was through prayer and fasting, and I fixed my faith on fasting as the most effective. To a certain extent circumstances were in my favor, for mother was never down to breakfast, and I always sat at the head of the table and poured the coffee. My plate was hidden from father's view, so I could safely leave my breakfast untouched and begin the day fairly well. But to my mind I was not fasting unless I could go twenty-four hours without food. At last, when mother was away, I succeeded in fasting the whole day. Contrary to my expectations, I could not think of holy things. I was so fearfully hungry that all my attention was required to keep from yielding to the desire for food. I nearly broke down when I had to go to a closet where some spicy black fruitcake was kept. I went so far as to put my hand out for just one delicious crumb. By a mighty effort I put away the temptation. I was very proud of my strength, but my pride was short lived, for I was so faint for food and yet obliged to keep around just the same in order to carry out my deception. Then something happened and I completely lost my temper. All my endeavors to attain holiness through fasting ended in the same dismal failures."

4. "It used to amuse me very much to imagine the proposals I would have when I was grown up. In these romantic scenes both real and imaginary characters figured dramatically. There were generally two lovers to a scene; one, rejected and despairing, the other triumphant. The boys, who were in my class at school, figured chiefly as the heroes. Charley was a gay boy, with merry face and laughing eyes and black hair. In my dreams I touched him up till he was very handsome, made his eyes large and liquid and added a little to the curl of his hair. But even then he could not come up to Carl, who, when he was once in the magic castle in Spain, became my ideal of strength

and brilliancy. No doubt these two commonplace youths would have been highly surprised to see themselves in the garb of heroes in my romantic dreams. I would have been ashamed to mention such feelings to anyone."

5. "When I was a boy I used to choose some girl companion as an object for my adoration. My imagination worked about her all manner of fantastic relations. For a certain time in my life my leisure was largely devoted to such imaginings. Throughout all of my attachments there existed on my part the most guarded and circumspect expression and action, in order that no one, not even the object of my affection, should have the slightest inkling of my real state of mind. The fear of exposure was never absent from my mind and was the cause of much absurd and extreme dissembling. On passing the house which was fortunate enough to act as domicile for the young lady, my gaze was never permitted to remain in that direction for fear of observation. Even the street was frequented only when absolutely necessary, and time and time again I have put myself to all manner of unnecessary trouble for no other reason than to prevent the least chance of exposing myself. My parents never had the slightest notion of these situations, and I can further remember that later I was dubbed by an intimate associate as phlegmatic and unfeeling, for the simple reason that I so successfully concealed every evidence of romanticism."

6. "When I was a young girl I was away from my family at school. I had a repressed feeling all the time. I hardly talked at all. Every morning when I went to school I passed some tall pine trees in a vacant lot. I used to raise my eyes to them in a mute appeal for sympathy and I would breathe in a sort of prayer, 'O Pines, absorb me into your dark branches.' It seemed to me that if I could be a dark, gloomy pine bough I would have a natural happiness in being miserable."

Besides the hidden springs of feeling there are often whirlpools of intellectual and imaginative activity seethin g

in the child brain, quite unsuspected by the adult. There are day dreams, imaginations of future wealth and glory, plans of all sorts—for trips, for escapades, for Christmas gifts—ideas for inventions in which the youthful genius has the utmost faith so long as there is none to dispute; there are invented games, imaginary companions, imagined stories, novel and journal writing, secret languages, secret societies, beliefs, misapprehensions, wonderings, etc. The things chiefly concealed are plans, imaginations or literary ventures. The intellectual processes involved are the imaginative, as shown in plans, inventions, day dreams, imaginary companions, etc., and the self-expressive as shown in novel and journal writing. Simple reflection or meditation, which are not expected to have some objective outcome, play a minor part.

1. "When a little girl I had few companions. This, however, was of little consequence as I had a group of five or six imaginary playmates. These were very distinct individuals with names—as Violet and Katie—and with decided personal characteristics. We played all sorts of games and roamed all over the grounds together. I never thought of telling anyone about them; they seemed a part of my own individual world which I could not transfer to others understandingly."

2. "The most vivid memory of anything I made secret of as a child is of a continuous story whose charm lay in the privacy from intrusion by older people, or matter-of-fact people, to spoil our romance. The first thing necessary was always to make sure that my friend and I, and her smaller brother incidentally, were alone in her mother's room. When the shades were partly drawn we would sit down on the floor and tell our story. We took turns, trying to divide the time equally, and then each one tried to out-rival the other by prophecies of the beautiful things that were going to be ours when we grew up to be princesses."

3. "The very earliest memory I have of a secret plan

was a project of no less importance than a journey to China. I was not going to take it in the ordinary way, not I. My idea was to dig a tunnel straight through the center of the earth and come out on dry land in China. My first problem was to work through the hard pan which I knew was just below the surface of the spot where I intended to begin operations. The next was the vexed question of how to avoid the hot place in the center of the earth. This last obstacle was too great for me, so after months of pondering over the matter the plan had to be abandoned."

4. "Up in the attic were chests full of papers, letters and old books that had belonged to Auntie. I used to spend hours reading the old yellow and blue letters. Tied up with these bundles of letters were the sheets of Auntie's journal, which proved the most fascinating reading of all. My admiration for these quaint, old, closely written sheets inspired me with an ambition to keep a journal also. But how to begin, that was the question. My father always headed the entries in his day-book with observations on the weather and Auntie began the record of each day with a text. I felt satisfied only with a combination of these two methods. So a Bible verse was followed by notes on the weather. Next came a commentary on the text I had chosen. Having satisfied my sense of the fitness of things I plunged into a lengthy account of my daily life. All this was kept in the most sacred secrecy. I had brought down from the attic an old cherry desk and my journal was carefully hidden away in the bottom of this desk. I suffered so for fear of discovery that one day when the house was empty I burned all these precious pages, together with some flowers and other little relics that I had stored away. It nearly broke my heart to see the leaves curl up and vanish in flames, though now my secret was safely hidden."

5. "The children with whom I played would divide into different parties and each party had secrets from the others. One of our favorite secrets was that of burying things, ribbons, pictures, etc. At the corner of the street

there was a wooden box set in the ground and in this we used to hide things. I can remember distinctly going there one day and finding a red apple left for me. As we had quantities of apples in our orchard it seems difficult to account for the impression made upon me, except from the charm of secrecy and mystery."

6. "I remember a secret society organized by five girls, their ages ranging from twelve to fifteen. They had conceived the idea that the most delightful thing in the whole world would be to go to Europe. The society was called Europe Bound, but only the initials E. B. were ever used. The members bound themselves by the strongest vows to secrecy and no mention was ever made of the society except by mysterious allusions, to arouse curiosity."

7. "When about seven years old I invented a thrilling game which my brother and I took the intensest enjoyment in playing. It was called P. T. The meaning of these letters, known only to ourselves, was 'Playing Tramp.' In the evening while the family were in the sitting-room, we would go into the dark nursery. I would then say in a loud whisper, 'I will take the silver and you may take the gold.' If the family were not alarmed at this, we would crawl into the sitting-room on hands and knees, creep all around the room, under the sofa, under the table, and if no one observed us then we considered ourselves most skillful burglars. The family had no idea of what our mysterious crawling and creeping meant and paid no attention to us. The feeling of mystery about the whole thing made this game one of the most fascinating of my invented games."

8. "The great secret of my childhood was the belief that I was not a member of my own family. I thought that I was a near relative, but not the child of my own parents. I used to think that my father, my oldest sister and brother were more relation to me than my mother, for they often sympathized with my childish pranks or at least found some excuse for them, while mother usually condemned them absolutely. I used to think that if I had a mother of

my very own she would know that I was not bad. This was the profound secret of my childhood."

9. "For a few years, when a very young child, I earnestly believed that my shoulder blades were going to grow into wings. I cannot imagine why I had such a belief, but I never told anyone about it because I feared disbelief."

Among the wrong or forbidden things kept secret are such as reading novels, use of profane words, smoking, stealing apples, sugar, eggs, etc., breaking things, playing in forbidden places, shooting off guns, playing truant, cutting off hair, and doing forbidden things generally, all of which were known to be wrong.

A few instances of hiding material things were given, as money, a bridle, a doll's house, sweetmeats, a fine place for berries, fruit to ripen in the ground, etc.

#### MOTIVES.

I have classified the motives for secretiveness, as found in these papers, in five groups. First there is the expectation of an indifferent or an unpleasant response from others. We find the impossibility of explaining, the uselessness of explaining, fear of being misunderstood, fear of discouragement, of disillusion, of disbelief, of lack of interest; or—more positively repellent and reacting on the self—the fear of displeasure, of ridicule, of being thought foolish, of being made to feel ashamed, of having pride wounded, of losing another's good opinion, of disgrace, of curtailment of liberty, of punishment. There are such expressions as these:

"It never seemed to me my thoughts could be of interest to any one else."

"I never would acknowledge this fear (of the dark), because I knew my brother suspected and I feared his ridicule."

"I did not tell my mother because she had a way of deciding how I ought to feel and making no allowance for feelings that seemed foolish to her."

"I think it was because I was so extremely sensitive to ridicule, and my mother had a way of talking over lightly and laughing openly about things that were sacred to us children."

"I had the feeling that people would laugh at me."

"I dreaded to have my father lose faith in me."

"I instinctively felt that a disclosure would affect my relations with those about me. I cannot think that I was much afraid of punishment, but my mother's sorrow and my father's sternness were not pleasant to anticipate."

In the second place the motive seems to lie chiefly in the sense of one's own personality and in the desire to preserve it and protect it. Intense emotional states seem to bind up the personality and cause a sort of barrier from other persons. Words are inadequate to express such states and the individual must necessarily remain isolated; nor would he reveal himself if he could, for he feels the sacredness and sensitiveness of his innermost personality, to expose which would give the equivalent of pain. As one paper expresses it, "All thoughts and feelings vital to me, I could never bear, while they were vital, to have talked over." Then, furthermore, there seems to be the desire to increase the feeling of personality, of individuality, shown in the desire to work out a thing all by one's self, and in the sense of independence and power in private, personal possession. The following example is somewhat typical of this latter feeling:

"When a child, I was sole possessor of a room in our attic. In one corner of the room I had an immense dry-goods box, partitioned off into several apartments. This was the home of my paper dolls. Here I spent whole days playing by myself. When my play was over I covered up my doll-house with an immense shawl and pinned it well around the sides so that no one could see in. For some reason I always had a dread of having people look at my house. I felt that I wanted something people could not see and all my energy was directed toward concealing my

doll-house. Often people begged to see into my little house, but never, so long as I felt any interest therein, could I be induced to take away the covering."

A third motive seems to be the innate love of secrecy for its own emotion. The preceding motives are easy to understand. The expectation of receiving an unappreciative or disagreeable response, painful intensity of feeling and the sense of the rights and privileges of personality, all of which may be summed up broadly as self-protection, furnish a sufficient and natural basis for concealment. But beyond these motives there seems to be a primary instinct of secretiveness, not impelled by other motives, but innate and seeking gratification for the pure pleasure of its own emotion. The love of mystery and of mystifying others, and the delight in forbidden things appear to be the result of an uncompounded, primary instinct.

"In doing unlawful acts I experienced a certain intense, passionate, at times almost intoxicating, pleasure." Anticipation of this sensation was often enough to lead me on to do things which intrinsically involved little pleasure. I experienced a strong delight in eating forbidden fruit simply because it was forbidden."

"Our feeling of privacy about the contents of the boxes was our chief delight in having them."

"Of course all the other girls wanted to know what the letters of our society meant, and of course we would not tell them, and so, as their interest diminished our satisfaction vanished. I cannot remember that we ever did more than whisper to each other a great deal about nothing in particular except the excitement we were creating. But as mystery was all we were after, we were satisfied."

A fourth motive is distinctly egoistic in character. Here we find the hiding of things for selfish enjoyment in the future, coupled with love of acquisition. In one case a boy put aside regularly part of his allowance unknown to his parents. Another says, "Any sweetmeats which I pos-

sessed I would hide from my brothers and sisters in order that they would not take them."

All of the preceding motives are more or less egoistic. Some altruism of motive, however, appears. Under this head may be placed the desire of not wounding another and the anticipated pleasure of surprising another.

As we would naturally expect, certain motives especially affect certain classes of things secreted. Feelings are concealed from a sense of shame and a desire to protect the personality. Into the guarding of thoughts, plans, and mysteries enter the further elements of desire to increase the personality, love of mystifying others and innate love of secrecy. Forbidden deeds are covered up from fear of punishment and from shame, and material things are hidden for purely selfish purposes. Whatever the value or the harmfulness of the secretive instinct, it certainly seems, as it appears in the individual, to be a wave on the surface of racial deeps rather than a mere flotsam cast up by circumstance. The child's hiding fruit to ripen in the ground, for example, or concealing sweets for future use may be analogous to the "storing" instinct of some animals, as the dog and his bone, the squirrel and his nuts.

Self-protection is one of the strongest motives for secretiveness. We find that animals quite commonly make use of deceit and feigning, whether purposely or not, when other means, as those of fight or flight, fail. The external action gives a false clue to the internal state in self-protective secretiveness. Romanes gives many examples of so-called "feigning" in animals: spiders, which permit themselves to be slowly dismembered or roasted to death without making the slightest movement; wild geese in Siberia, unable to fly in the moulting season, which stretch stiff on the ground when alarmed; snakes, which lie motionless when observed; crabs, which pretend death till they have a chance to bury themselves in the sand; a fox, caught in the chicken coop, which feigned death until thrown out on a

brush heap and then jumped up and rushed off; the opossum, proverbial for his deceiving powers.

Secretiveness for its own sake or the love of mystery traces its roots back to earliest human history. Awe in the presence of mystery, the worship of the unknown, doubtless was the spring whence flowed the stream of religious instinct in the race, for especially in the history of religions does the phenomenon of mysticism appear again and again in races of different eras and uncommunicating localities. We see it among the ancient Persians, among the Buddhists, the Brahmins, the Greeks, the Mohammedans, the Jews with their Holy of Holies, down through the ecstasies and saints of the middle ages to the mystics even of the present day. Not only does the mysterious attract the uninitiated, but it has ever been the chief weapon of the esoteric. Priesthoods have held the masses in dazzled subjection by their assumption of authority especially bestowed from supernatural sources, by their mystery of words, by their symbolism veiling the unexplainable. Relics, material things in some way especially blessed, talismans, charms, incantations, ceremonies, impressive ritualism have furnished some of the implements of control. The esoteric in racial religions have ever held their power by a show of mystery, and the exoteric have ever been not only willing but eager to drain the cup, believing the water offered to be wine. It would be hard to decide which is more soul-satisfying, to mystify or to be mystified, to enjoy the exhilarating sense of power or the sublime feeling of awe.

Alchemy, astrology, feats of legerdemain, divination, necromancy, cabalism, fortune-telling, witchcraft, spiritualism, and all the "black arts" have thrived on these two cravings in the human breast, combined, as they are, in the passion for the mysterious.

In philosophy, too, as well as in religion and magic, has mysticism flourished. In how many sects has reason been banished to be supplanted by that mysterious faculty of the

soul by which man is supposed to divine the truth and to enter into transcendental knowledge of the fundamental essence of things. The philosopher of this sort combines the esoteric and the exoteric in one; he mystifies, but he mystifies himself to his own enjoyment.

In practical social and business-life also the mystic has furnished fraternal bonds in numerous and diverse extent; the name of present-day secret orders and societies is legion. Even getting one's life insured has an additional charm if one can only enter an "open sesame" door to pay one's dues.

The love of the mysterious, as it crops out in children, then, has a far-reaching ancestry and must command the respect of other racial instincts. It certainly has its outcome in very innocent practical results—wearing charm-strings, secret societies, secret languages, etc. The fact that the desire to secrete is so out of proportion to the importance of the thing secreted seems to indicate that the trait, in this particular phase of it, is the outcome of a simple inherited instinct, rather than an outgrowth of individual circumstance. Children often say, "Let's get up a secret." Then they invent something which is just enough to satisfy their conscience that it is something, and announce to the other children proudly, "We have a secret, don't you wish you knew it?"

The mysteries of children are certainly harmless; whether valueless or not, we cannot say. But even if only rudimentary, modern education believes in the danger of interfering with or cutting off abruptly such a rudiment. For we cannot tell in what way it may contribute to the individual soul's growth, as it has contributed to the growth of the race. It may, indeed, be one of the fountain springs of the child's religious feeling, as it has been of that of the race, even though in both cases curious ripples on the surface may appear. The easiest cure, at any rate, if cure be necessary, seems to be, not repression, but simply lack of notice, for mystery thrives in notice.

This suggests the further pedagogical question as to how far secretiveness in children, in other lines than their "mysteries," should be encouraged, let alone or discouraged. There are two aspects of the question. On the one hand there is the possibility, through this instinct, of the development of the child's personality, his individuality, and on the other the possibility of the degrading of it into the two evils of selfishness and morbidness.

Children have a very tender regard for their own personality, they are very coy often of invasion, very sensitive to ridicule, and they have an intuitive sense that their ways are not the ways of their elders, nor their thoughts the thoughts of their elders. Respect for this feeling of personality is certainly rightfully due to them. Attempts to "draw out" children and make them talk, aside often from wounding them, are apt either to blunt them into boldness or to cause a reaction by which they shrink into a state of oversensitiveness. The instinct of secretiveness may be turned into useful channels if through it the child can be encouraged to work things out independently by himself, and to take an interest in the care and preservation of his own personal possessions. Independence and individuality are good qualities when not exaggerated.

Some of the very motives for secretiveness show the evil side of it. Shame and fear, whether of discouragement, ridicule or punishment, are degrading feelings, which cause the personality to contract rather than to expand, and lead either to aggressive secretiveness in the form of deceit and lying, or to the diseased state of morbidness, to painfully exaggerated suffering. For such states not the child but those with whom he has to deal are responsible.

If anyone were pedagogically wise enough to attempt to handle this instinct of secretiveness in practical dealing with children, his aim would certainly be to strike a happy medium in its nurturing and its pruning; to recognize and encourage those tangents which lead to independence and strong personality; to turn those which lead to selfishness

in some other direction and, by sympathetic companionship, to eradicate those which lead, through fear and shame, suspicion and lack of confidence, to morbidness and self-repression.

CAROLINE FREAR BURK.

*Oakland, Calif.*

\* \* \*

### THE CHILDREN.

When the lessons and tasks are all ended  
And the school for the day is dismissed,  
And the little ones gather around me,  
To bid me good night and be kissed,  
Oh! the little white arms that encircle  
My neck in a tender embrace!  
Oh the smiles that are halos of heaven,  
Shedding sunshine of love in my face!

And when they are gone I sit dreaming  
Of my childhood too lovely to last,  
Of love that my heart will remember  
When it makes to the pulse of the past,  
Ere the world and its wickedness made me  
A partner of sorrow and sin;  
When the glory of God was about me,  
And the glory of gladness within.

Oh! my heart grows weak as a woman's,  
And the fountains of feelings will flow,  
When I think of paths steep and stony,  
Where the feet of the dear ones must go;  
Of the mountains of sin hanging o'er them,  
Of the tempest of fate blowing wild;  
Oh! there is nothing on earth half so holy  
As the innocent heart of a child.

They are idols of hearts and of households;  
They are angels of God in disguise;  
His sunshine still sleeps in their tresses,  
His glory still beams in their eyes.  
Oh! those truants from home and from heaven  
They have made me manly and mild,  
And I know how Jesus could liken  
The kingdom of God to a child.

I ask not a life for the dear ones,  
 All radiant as others have done,  
 But that life may have just enough shadow  
 To temper the glare of the sun;  
 I would pray God to guard them from evil,  
 But my prayer would burn lack to myself;  
 Ah! a seraph may pray for a sinner,  
 But a sinner must pray for himself.

The twig is so easily bended,  
 I have banished the rule and the rod;  
 I have taught them the goodness of knowledge  
 They have taught me the goodness of God;  
 My heart is a dungeon of darkness,  
 Where I shut them from breaking a rule;  
 My frown is sufficient correction;  
 My love is the law of the school.

I shall leave the old house in the autumn,  
 To traverse its threshold no more;  
 Ah! how shall I sigh for the dear ones  
 That met me each morn at the door;  
 I shall miss the "good nights" and the kisses,  
 And the gush of their innocent glee,  
 The group on the green, and the flowers  
 That are brought every morning to me.

I shall miss them at morn and at eve,  
 Their song in the school and the street,  
 I shall miss the low hum of their voices  
 And the tramp of their delicate feet.  
 When the lessons and tasks are all ended,  
 And death says, "The school is dismissed,"  
 May the little ones gather around me,  
 To bid me good night and be kissed!

SADIE OLIPHANT.

*Forest, Ind., April 18, '76.*

\* \* \*

I do gladly agree with all good school masters in these points: To have children brought to good perfectness in learning; to all honesty in manners; to have all faults rightly amended; to have every vice severally corrected; but for the order and way that leadeth rightly to these points, we somewhat differ.—*Roger Ascham.*

## A MOTHER'S EXPERIMENT.

TO any careful observer of prevailing parental shortcomings, it must appear that children are too generally exempt from all *work* except that connected with school life. And the efforts which are required of them during school hours are supposed to be so exhausting, notwithstanding the helpfulness of well-trained teachers, that short school hours and long vacations are demanded by anxious parents.

During the out-of-school periods it is the exceptional child for whom any regular employment is provided.

The idleness of modern American children is a problem which will have to be solved by parents before there will be any pronounced improvement in the capability, industry and faithfulness of the average young person.

The boy with whom this experiment was tried was unusually frail until he was three years old, and, although large for his age, by the time he was twelve years old he was not any stronger than the other boys of his age. The work which he did, apparently had no marked effect upon his physical condition or development.

During the spring of '96, when he was nine and one half years old, he began regularly to carry five quarts of milk a day, going perhaps half a mile for it mornings and evenings. For this he was paid twenty-five cents a week. At the end of six months he had an opportunity to buy a dozen thoroughbred Plymouth Rock chickens, six hens and six roosters, for something over five dollars. His savings were not enough to buy the lot, so he was loaned one dollar. The relation which such a transaction bore to prevailing business methods was explained to him, with an emphasis on the dangers of the credit system as well as upon its merits when it could be safely used.

By the spring of '97 he had disposed of his roosters,

added to his stock of hens and saved his money so successfully that his debt was paid off and he had about twenty dollars with which to build a larger chicken house.

He had all the table scraps, which usually made a good warm breakfast for the chickens, but the rest of their feed he paid for himself. The care of poultry, of course, became a fascinating theme.

With the aid of a practical neighbor, a chicken house was planned in three sections; two closed ends with an open space between, the whole, six feet by sixteen, and five feet high in the square. Many days were spent in preparing a site on a south bank, estimating the amount of lumber and the best lengths to buy. With the help of a handy colored man for one day to put up the frame, he and a boy friend practically built the house.

A small garden yielding summer vegetables, including plenty of sweet corn for a family of eight, became his next care. For this he was paid by the job, and the relationship of employer and employe was explained and illustrated in his own experience.

The result of the next year's work and economy was twenty dollars more in the savings fund, which could be used for a new bicycle and about four dollars paid for the repairs on a wheel given to him.

During the summer of '98 he went to Niagara, at excursion rates of course, and spent a week with some friends on the way home. He paid for his own ticket and greatly enjoyed being able to do it.

That fall he took a share in the Building Association for which he pays one dollar a month. Another share was taken for him. The amount when returned to him, it is hoped, may be used for a trip abroad for its educational advantages.

The spring of '99, when he was twelve and one half years old, he dug most of the garden ground, planted the seeds and did a good deal of hoeing. During the winter he took care of the furnace and carried the ashes away. For the

regular work which he did that winter he was paid fifty cents a week.

The fall of '99, he went to boarding-school. This ended his home duties. He sold his chickens and bought a fairly good new wheel. He has started shop work and has a small kitchen table nearing completion, for which he will be paid.

Probably about one hundred dollars passed through his hands between the ages of nine and one-half and twelve and one-half years. In earning, spending and saving, I am sure his judgment and general sense of responsibility were greatly increased.

He has gone to the bank frequently on business, carrying any amount which needed to be deposited, and has had checks made out payable to him so that he might be familiar with them.

His accounts of receipts and expenditures have been fairly well kept, and a habit of carefulness has been formed. Indulgences in ice cream, candy, etc., have been very few. Contributions to charitable appeals have been more frequent and rather generous.

He has shown judgment in buying and honesty in selling, two traits which we may hope will continue through life.

S. W. E.

*Media, Pa.*



The fundamental purpose of the gymnastic grounds must be manifest at all times; to wit, that these exercises are not practiced for the sake of vanity or of amusement, but that they are preparatory steps toward the labors of the mature man and in obedience to the noblest requirements of life.—*E. M. Arndt.*



I believe with Plato, that children are to be placed in life not according to the condition of the father, but according to their own capacity.—*Montaigne.*

## THE BEGINNINGS OF SENSUALITY.

WHEN shall we begin to curb and train the senses in order that a child shall think more of the soul than of the body? Not later than the first year of the child's life. I believe the great mistake of our present training of children in relation to social purity is that we begin too late. A child of one year can be taught denial of self and restraint of the appetite.

The first appetite which demands our attention is the appetite for food. If a child learns to eat food because it will make him grow, will make him strong and keep him well, and to avoid things, though they may be ever so agreeable in taste, if they do not have these effects; if he is never told to eat things because they taste good, but because they are for his good, he will have taken a most important step toward controlling the appetite.

Let us trace the effect of the opposite course. If a child hears his elders say that candy, rich puddings, cake and pies "taste good," he naturally wants them, and if he gets them, although the mother protests that they are not good for him, or if he overhears her say, "He likes them so much that I can't keep them away from him," he unconsciously learns the lesson that even though a food does him harm, he must have it if it tastes good to him and he likes it. The impression naturally left upon him is that he eats things because they please the taste, and he therefore sees no reason why he should eat things which are not pleasing to the taste, nor keep from eating things which are agreeable. It is almost impossible to treat such a child when he becomes ill, for he will neither take proper diet, nor will he take medicine. There is nothing within him that responds to a higher appeal than to the sense of taste. Such a child has taken the first step in sensuality. If, when older, such children be given pennies they go straightway to buy some-

thing to eat. To put something into their stomachs becomes their highest idea of enjoyment. They have taken a second step in sensuality.

I know one child, brought up on this plan, who at the age of ten years was suffering from the disease known as St. Vitus' dance. Not only his welfare at that time but his whole future welfare depended upon proper nourishment. But as he had always eaten only what he liked, and as he did not like eggs, meat or vegetables, or any other wholesome diet, he was living upon soda-crackers and milk with candy between meals, and rapidly becoming worse. When the physician remonstrated with the mother, she said: "But he will not eat anything else; shall I let him starve?" If he had been taught to eat for health and growth, he would not have had St. Vitus' dance, at least from malnutrition, and if he had acquired it from other causes, its treatment would have been much facilitated.

A second source of sensuality is the love of admiration which may be fostered either by too much attention to the child's actions or to his clothing. When a child does or says some bright thing and is laughed at, when he is asked to show off his accomplishments to all the relatives and friends who laugh and applaud, or when he hears his sayings rehearsed for general amusement, he very soon learns to act for the sake of admiration and the attention which he may attract. If mothers discuss their neighbors' style of dress, or worse still make commending remarks on those who dress well and slighting remarks on those who dress poorly, will not the child attach too much importance to dress and infer that it is that which counts in his favor?

When a child is dressed up for show and is told that he looks pretty; when his fine clothes induce friends to make remarks about the "sweet little dresses," and his attention is in this way drawn from his surroundings to himself and his appearance, will it not cultivate within him a love of admiration? If he learns that shoes, though they may be comfortable, can not be worn because they are not pretty

or stylish, while the pretty ones, though highly uncomfortable, must be worn because they are the style, and when all his clothing has looks rather than comfort or utility as a prime object; when he sees that not only he but his mother herself, is willing to sacrifice health, comfort, everything to appearance, has he not taken still another lesson in sensuality?

I watched one little girl go straight to ruin by this road. When a mere baby her hair was curled on papers, and if she complained that the papers hurt, she was pacified by the prospect of looking "pretty tomorrow." Her mother, at a great sacrifice to herself, for they were far from rich, kept her dressed in clothes dainty enough for a princess. As soon as she was old enough she became self-conscious, and instead of playing children's romping-games she preferred to play "dress up" and "make calls." At ten years she wore to school clothes that were more suitable for party-wear than for school-wear, and her principal thought was of what the "boys would think" of her. At thirteen she spent most of her time in dressing and primping, and walking out to show her clothes; the admiration she excited being her very food. At fifteen she became the mother of an illegitimate child, and almost broke her parents' hearts, for up to this time they had been so blind that they did not dream that their idolized child was going to ruin. These parents were Christian people, too, who thought they were doing their duty by their child.

Children should be taught that clothes are for covering and warmth, and should, of course, be clean and neat, and that no article of clothing which sacrifices health and comfort is to be tolerated.

Let us recapitulate: If we teach a child to eat for the sake of pleasure, to do things for the sake of applause, to dress for the sake of admiration—in every case putting sense before soul—and continue this treatment for fourteen years, the result will be a *youth trained to satisfy his desires and not his needs*. What preparation has such a child to

resist the impulses that surge in upon him at this time, and the appetites and passions of a later period? It is contrary to the laws of nature for a child who has had fourteen years' training in sense gratification to be strong enough to resist the impulses of the adolescent period and the passions of later life.

Another fruitful source of sensuality is ignorance on the part of the mother and on the part of the child. A boy is so constituted that he requires special care regarding cleanliness, and often surgical care in addition, while both boys and girls need special instruction as to the care of their bodies, the significance and sacredness of life, and the origin of life in relation to both father and mother.

If these truths are taught honestly, clearly and purely, there will be no morbid curiosity as soil in which impure seed can grow. What attraction has an impure and untrue view of a subject to a child who already knows the truth from a pure, loving mother or trusted father, in whom his confidence is unbounded, and from whom he can learn anything which he wishes to know on the subject? Cases are known where two or three children, who have learned from their mothers the truth regarding themselves, have rid a whole child community of impurity by spreading the truth and sending the other children to their mothers for information.

Give the children first good physical conditions, that their minds may not of necessity dwell upon their bodies, then implant higher motives than gratification of sense for their actions, and the result will be nobler men and women. "Be not deceived, \* \* for whatsoever a man soweth, that shall he also reap."

MRS. WINFIELD S. HALL.

Berwyn, Ill.



The beautiful souls are those that are universal, open and ready for all things,—if not taught, at least capable of being taught.—*Montaigne*

## SPIRITUAL MOTHERHOOD.

THE late Henry Drummond, the genial, broad-minded Christian man, in his "Evolution of Man," devotes the last, the culminating chapter, to the proof that the evolution of motherhood is the highest product of the prehistoric or of the historic civilized ages. To us of a still later time has come the vision of a brighter glory—that of a spiritual motherhood. Too often, of the mother in name, it must be said, "As is the earthy, such are they also that are earthy," while for the teacher, the kindergarten, the child-lover is reserved the blessing the mother should have coveted as one of the best gifts. "As is the heavenly, such are they also that are heavenly." Happy the mother who is both a natural and spiritual mother! Happy the child of such a mother! Such know in truth that—

Most gracious gift of God divine, the last,  
Free touch His spirit adds to woman heart;  
Last! Best! Providing symmetry of soul,  
That sympathy which makes the child-world kin,  
Which calls life's angel forth long hid within  
A sealed casket. Loves the beauteous whole  
Expressive of life's unity; sees part  
Unfolded, much to free e'er childhood's past.  
The mother heart! That touching Nature near  
Imparts to universal childhood, lore  
Of sky, sun, moon, stars, clouds, bud, leaves, the dear  
Sweet song of birds, the laugh of waters. More  
Than all through all in all, the Loving Friend  
Shows God. Such motherhood hath never end.

J. H. ROGERS.

123 Mill Street, Watertown, N. Y.



No man goeth about with a more godly purpose than he that is mindful of the good bringing-up, both of his own and other men's children.—*Socrates*.

## CLUB DEPARTMENT.

(For Parents' and Teachers' Round Table.)

BY WILLIAM O. KROHN.

### DEPARTMENT OF PARENTS' AND TEACHERS' ROUND TABLE.

THE subject this month is the important one of "Children's Rights." The questions outlined below will certainly be productive of much discussion. A good book to read in connection with the preparation of this subject is "Children's Rights," by Kate Douglas Wiggin, and published by Houghton, Mifflin & Co., Boston and Chicago.

We have received many interesting reports from various Round Tables and Clubs organized after the plan published in the November and December issues of THE CHILD STUDY MONTHLY. The plan works well.

#### CHILDREN'S RIGHTS.

Please study these questions and bring them to our next meeting, ..... School, Saturday, ..... 3 o'clock.

Children's rights to: 1. Justice, (a) discipline, (b) instruction. 2. Happiness. 3. Contact with natural surroundings.

1. At what age does the child first begin to claim things as his own? Do boys or girls more readily surrender their rights?
2. Shall the child's will be developed by opposing desire or by training in the power of choice?
3. Have children certain rights which grown people are bound to respect? Name some of them.
4. Does appropriating or giving away the toys and other belongings of a child without consulting him ever tend to destroy the distinction between his property and that of others? Other effects.

5. Are children taught (by example or in other ways) to disregard the rights of others? Give illustrations.
  6. Are parents to blame for any such acts of children as (*a*) occupying seats on cars while older people stand; (*b*) behavior at public entertainments; (*c*) appropriation of best seats; (*d*) cutting trees and fences, marking buildings, destroying lawns, etc.?
  7. May such conduct ever tend to produce selfishness? Due respect for age? Exaggerated sense of their own rights and privileges? Confused sense of other people's rights?
  8. Could it ever tend toward theft, murder or other crime?
  9. State the difference between liberty and lawlessness. Can liberty ever invade or interfere with the just rights of others?
  10. What limitations should be placed on children when visiting at each other's home?
- 

#### CHILD-STUDY AND MOTHERS' CLUBS.\*

After considerable difficulty and voluminous correspondence, the fact has been made clear that there are at least forty mothers' clubs in New York State. Of these fifteen only have as yet been, according to report, eminently successful. The number of those that have died is large, as compared with the proportion that have lived. In almost every case the difficulty has been that the organizer did not know just what to do to get the mothers interested. A few suggestions, then, in regard to practical methods, may be of some assistance to teachers and others who have started or who contemplate organizing such a club.

On the character, magnetism and skill of the leader depends to a large extent the success of the mothers' club. Anyone desiring to start such a club should first make ready. He should read what others have done and everything he can find bearing on the matter; he should plan,

ask questions and write to successful club organizers. He must study his club members, their homes, their lines of thought, their wishes and their needs. A topic suitable for presentation to the mothers who live in the tenement district will differ materially from one for the mothers whose homes are all that culture and education can suggest. The leader should also have a knowledge of the resources at hand, what may be found in his own library, in the library of his fellow-members and that of the city. In this way programs may be easily adjusted by assigning to each member a topic concerning which she has some knowledge or about which she is able to obtain the needed information. The leader should also find out what men and women would be of use to his club as speakers or lecturers. A talk from a physician, dentist or nurse, is a benefit to the audience and will contribute much toward making the club a success.

#### MEETINGS.

So-called informal meetings require an extra amount of preparation on the part of the leader. The tact which keeps the "ball rolling" and yet prevents the conversation from becoming trivial is the great blessing of the leader of informal meetings. In such meetings one should, however, be ready with suggestions, a good paper, a new thought and such a knowledge of the various members that he can call on just the right one to discuss the subject under consideration. Informal meetings are apt to result in the falling off of attendance unless the leader is thoroughly alive.

The meetings which are formally planned and conducted should not be allowed to grow stiff or stupid. Some portion of the time in the small club should be given over to the individual members or in the larger clubs to a general question box.

#### APPROPRIATE TOPICS.

The following list is compiled from many sources. A large number of the subjects having been suggested by

leaders of mothers' clubs. The lines of work are intended to be merely suggestive:

- Ethics of Home and Motherhood.
- Parental Responsibility.
- Evils of Parties.
- Theatre going.
- Bad Effects of Too Many Toys.
- Doubtful Companions.
- Parental Neglect.
- Failure to Forestall Evil Communications by Plain Truths Judiciously Explained.
- Social Purity.
- Development of the Religious Idea. Causes of untruthfulness such as, fear, desire to gain certain end, desire to injure others, the outcome of a vivid imagination, to cover wrong-doing.
- Fatigue.
- Imagination.
- Temperament, including relations between temperament and government, between temperament and environment, between temperament and food supply.
- Fears. Imitations. Aimless Activities.
- Interest.
- Value of Association of Ideas.
- Activities of Childhood.
- Stories and Their Effects.
- Child Government.
- Language.
- The Origin of Life and What to Teach a Child on This Subject.
- The Babe.
- The Child at Home.
- The First Year of School Life.
- From Ten to Fifteen.
- Young Manhood and Young Womanhood.
- The Christmas Spirit.
- School Life—defects, examinations, ventilation, need of co-operation between parent and teacher, study.
- Books and Pictures.—This topic may be subdivided into books suitable for certain years of the child's life or into the classification of the books according to the style of book, as, religious reading for the first seven years, travels for boys of twelve years, etc.
- Disobedience—Causes and Punishments.
- The Best Use of Money.
- Buying Goodies.

The Use of Pennies.

The Habit of Saving.

Tobacco—its use, its results.

Liquor—use and results.

Questions of Discipline—Threats, Nagging, Over Severity and Over Indulgence, Irresolution and Indifference, Punishments—Right and Wrong.

Effects of Nature Study.

Pre-natal Influences.

Clothing.

Games, Studied as to Physical and Mental Values.

The Body—Parts and Their Uses, Care Required.

Children's Diseases.—Helpful talks by doctors or nurses upon simple diseases are most beneficial.

Food—Its constituents, as to bone, muscle, and blood-making ability. Its astringent and laxative properties; heat values.

Diet for the Sick.

Care of Child under Two Years of Age.

Periods of Growth.

Arrested Development.

Development of the Senses.

MIRIAM E. WHEELER.

*Brooklyn, N. Y.*

\* From paper before the New York Society for Child Study and reported in *The School Journal*.

\* \* \*

I would have the child's manners, behavior, and bearing, cultivated at the same time with his mind. It is not the mind, it is not the body we are training; it is the man, and we must not divide him into two parts. Plato says we should not fashion one without the other, but make them draw together like two horses harnessed to a coach.—*Montaigne.*

\* \* \*

Harry and Charlie, aged five and three respectively, have just been seated at the nursery table for dinner. Harry sees that there is but one orange on the table and immediately sets up a wailing that brings his mother to the scene.

"Why, Harry, what are you crying for?" she asks.

"Because there ain't any orange for Charlie."

## PATRIOTS' BIRTHDAYS.

Nurture your mind with great thoughts; to believe in the heroic makes heroes.—*Disraeli*.



THE birthdays of Washington, Lincoln and Lowell occur during the month of February—a rich trinity of patriots for so short a month. The following brief selections can be made one of the most effective methods of youth-study, appealing as they do to patriotism, the most deep-seated sentiment of the human heart, not excepting the enriching emotions of religion and love of kith and kin.



### WASHINGTON'S BIRTHDAY.

'Tis splendid to live so grandly,  
That long after you are gone,  
The things you did are remembered,  
And recounted under the sun;  
To live so bravely and purely,  
That a nation stops on its way,  
And once a year, with banner and drum,  
Keeps its thought of your natal day.

—*Margaret E. Sangster.*



### LINCOLN.

Nature, they say, doth dote  
And cannot make a man  
Save on some worn-out plan,  
Repeating us by rote:  
For him her Old-World molds aside she threw,  
And, choosing sweet clay from the breast  
Of the unexhausted West,  
With stuff untainted shaped a hero new,  
Wise, steadfast in strength of God, and true.

—*Lowell.*



### WORDS OF LINCOLN.

- “ The Union must be preserved.”
- “ Fellow-citizens, we cannot escape history.”
- “ Gold is good in its place, but living, patriotic men are better than gold.”

"God must like common people or He would not have made so many of them."

"Let us have that faith that right makes might, and in that faith let us, to the end, dare to do our duty as we understand it."

"The reasoning man has long since agreed that intemperance is one of the greatest, if not the greatest, of all evils among mankind."

"The purposes of the Almighty are perfect and must prevail, though we erring mortals may fail to accurately perceive them in advance."

"A nation may be said to consist of its territory, its people and its laws."

"No men living are more worthy to be trusted than those who toil up from poverty."

"I claim not to have controlled events, but confess plainly that events have controlled me."

"Having thus chosen our course, without guile and with pure purpose, let us renew our trust in God, and go forward without fear and with manly hearts."

♦

At the White House one day during the civil war, some gentlemen were present from the West, excited and troubled about the commissions or omissions of the administration. Lincoln heard them patiently, and then replied: "Gentlemen, suppose all the property you were worth was in gold, and you had put it in the hands of Blondin to carry across the Niagara River on a rope, would you shake the cable or keep on shouting out to him, 'Blondin, stand up a little straighter; Blondin, stoop a little more; go a little faster; lean a little to the north; lean a little more to the south?' No; you would hold your breath as well as your tongue, and keep your hands off until he was safe over. The Government are carrying an immense weight. Untold treasures are in their hands. They are doing the very best they can. Don't badger them. Keep silence, and we'll get you safe across."

## CHICAGO SCHOOL BANKS.

A NEW spirit of independence is moving among the pupils of many public schools of Chicago this year. Children of the poor as well as those of the wealthier classes are buying for themselves clothes and school books, paying for them from their own bank accounts, feeling in consequence the sense of self-reliance, of sharing in the working world, that comes from self-support and from financial freedom.

All this is the result of the penny-savings system, which, with the opening of school this year, began its third session of operation. Saving the penny or the two pennies which they have been accustomed to spend daily on their way to and from school, the children are accumulating bank accounts which aggregate thousands of dollars.

Officially recommended by the superintendent of schools in his weekly bulletin to teachers, the system has been established in more than one hundred public schools, and, to the credit of the children in them, more than \$9,000 is now on deposit.

This, however, represents but a small portion of the money which has been saved and deposited by the penny system. At the beginning of last school year \$4,000 was on deposit to the credit of school children.

At the close of the schools in June \$16,000 was in their bank. Much of this was drawn out during the summer and during the opening week of school, but the total left is more than double the amount in hand a year ago, and during the twelve months which have elapsed many times that amount has been saved and expended.

Much of the money was spent last June, say the officers of the savings society, to buy graduation suits. Many of the children paid the whole cost of new clothes for the closing exercises out of the money they had laid by, a penny at a time. More still went for vacations. Scores

of children to whom excursions out of the city have been unknown, found themselves sufficiently well off to go across the lake or into the country and often to spend several days or even weeks at low-priced boarding-houses.

Others paid their way to Michigan and spent profitable summers picking fruit in the orchards and farms there, receiving money enough to pay their board and give them a neat sum to bring home beside. The demand for both these purposes at the close of the last school year was large. Money was also drawn for July 4 celebration and similar expenses.

Little accumulated during the summer, and as soon as the schools opened another heavy draft came to the fund. This time it was for school books. Children found themselves able to draw their own money to buy books, which became, in a new sense, their property. They took more pride in the possession and care of them.

The influence of the depositors of the past and other examples of their independence have acted like a charm and have brought many more children to the penny-savings bank as depositors.

The sum is rapidly increasing this year and many of the children are reaching the stage at which they can withdraw their accounts from the penny bank and deposit them in a regular savings bank. A noticeable feature of the growth of the system is the increase of the size of the deposits. Nowadays it is no unusual thing for books for \$9 to be presented for payment or for deposit in a regular savings bank. The rapidity with which the accounts grow astonishes even the children themselves.

In one room of the Prescott School the system was inaugurated recently and in five days \$8 was on the credit account of the forty pupils. The money continues to flow in at as rapid a rate as at the start. Many schoolrooms have saved in the neighborhood of \$50 during the year, besides depositing and afterwards drawing out considerable amounts.—*Chicago News.*

## WORKINGS OF THE CHILD-MIND.

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### ACTUAL EXPERIENCES IN MY SCHOOL.

Jean, aged six, who had just entered school, handed her teacher the work which she had been told to copy from the black-board. There was not the slightest resemblance to the copy. The teacher's face clouded. She opened her lips to say "Do it over." Instead, she said, "What kind of writing is this on the paper?" Instantly the little tot looked up, smiled serenely and said, "Please, teacher, it's short-hand."

---

George, aged six, was one of the scholars in the primary room. Being called out of the room for a few minutes, when I returned I was conscious the children had been enjoying their temporary liberty to the fullest extent. All over the room hands were raised to tell who were the culprits. But I silenced them by a few words: "All who wish to tell me something about themselves may speak; the others put down their hands." Only one hand was seen then and it waved vigorously in the evident anxiety to speak. Before granting the coveted permission I said, "Are you sure, George, you wish to speak only of yourself?" A decided "Yes'm" resulted in his request being granted. He rose proudly and said, "Miss Jones, I just want to tell you I wasn't in that racket."

---

It was almost four o'clock. The tired teacher was passing up and down the aisles, taking a last look at the finished work before closing school. Only a few were sentenced to do their work over; the majority were passed quickly and silently by. Looking over her room the teacher saw one sad-faced little fellow vainly trying to suppress the sobs; a moment ago his face had been all sunshine. Going to his—

desk the teacher bent down and said, "Why, James, what is the trouble?" The sobs shook his frame and between his tears he stammered out, "The other teacher used to say 'Very nice,' sometimes, and I tried so hard."

The teacher took the lesson.

The Sunday-school teacher of the infant class had drilled a few show scholars who were to recite verses of scripture at the "children's meeting." One little four-year-old had been carefully taught the verse, "It is I. Be not afraid." When his turn came he arose without the least embarrassment and shouted out, "It's me. Don't be scared." The people laughed and the little tot is still wondering why.

ELIZA GREEN.

202 E. Gay St., West Chester, Pa.



"Why, Clara," said a mother to her little daughter, who was crying, "what are you crying about?"

"'Cause," sobbed the little miss, "I s-started to m-make dolly a b-bonnet and it c-comed out b-bloomers."



*Teacher.*—What's the meaning of "elocution," Harold?

*Pupil.*—It's the way people are put to death in some states.



*Father.*—(impressively): "Suppose I should be taken away suddenly, what would become of you, my boy?"

*Irreverent son.*—"I'd stay here. The question is, what would become of you?"



A little girl who had been studying fractions, when told by her mother that eggs were nine cents a dozen, called to Bob, her younger brother:

"You don't know how much that is apiece, and I do."

Robert thought a moment and answered proudly:

"Yes I do; you get a cent apiece for nine, and three for nothing."

## AMONG THE BOOKS.

**Alice and Tom.** By Kate Louise Brown. D. C. Heath & Co., Publishers. Boston, New York and Chicago; 212 pp. Price, 40 cents.

Many of the nature-study books for children fail because they only instruct and do not interest the child. This difficulty the author of "Alice and Tom" has realized and avoided. In the introduction she says: "Affectionate interest springing from the child's free choice of material is the secret of all progress." Side by side with the story of bud, insect, or bird we enter into the daily life in school and out, of Alice and her brother, of their mates, and not least in importance, their dog, Rags, who has the hereditary fondness of his kind for cats, not even the school cat, Mary Jane, being exempt. The eagerness of my own children to read this little story is abundant proof of its attractiveness for the class of readers for whom it was written. The quotations from the poets are exceptional and beautiful, and will undoubtedly help to "a realization of what the poets and great thinkers have thought about these things."

**The Book of Penny Toys.** Written and Illustrated by Mabel Dearmer. The Macmillan Company, 66 Fifth avenue, New York. Price, \$2.00.

Very recently there has sprung up a sort of fad for crudity and angularity in the illustrating of children's books. The result of the efforts, in this case, at least, is neither high art nor high comedy. The Golliwogs rank high among this class, and those who favor and enjoy this style of art, may possibly be glad to add "The Book of Penny Toys" to the library of their children. One or two of the rhymes are passable, but beyond the comprehension of the age to which (if to any) the highly colored pictures will appeal. The technical work of the book is excellent.

**History of Canada for Young Readers.** By J. N. McLwraith. Published by D. Appleton & Co. Boston, New York and Chicago; 247 pp. Price, 60 cents.

This volume forms the latest addition to a series of histories for young people, gotten out by the Appleton Company. Appetite for the story of the settlement and growth of Canada is first whetted by the story of "Evangeline," with which all school children are early familiarized. The

historical setting of this poem is given, but in slight detail, and the author's sympathies are evidently British. The early history of Canada is necessarily more or less mixed with that of the United States during the same period. In spite of the compression necessary to cover so much ground in so small compass as the smallness of the volume demands, enough detail and incident are given to keep the attention of the young reader, and Champlain and Frontenac, as well as Montcalm and Wolfe are vividly pictured. The chronicle of recent events, while less picturesque than that of the early history, does not lack in interest. The latest date, 1899, notes the emigration of the Russian Doukhobars to Manitoba. The book lacks maps of any sort, and a few good illustrations would add to its value. There are also a number of typographical errors, which should be corrected in the next edition, but the book is an excellent one to put into the hands of young readers.

## \* \*

**The Empire of the South.** By Frank Presbrey. Southern Railway, Publishers; Washington, D. C.; 184 pp. 15 cents.

This is the most comprehensive and beautiful volume we have ever seen dealing with the fascinating Southland. Its title, "The Empire of the South," conveys an impression of its general character, but nothing short of a thorough reading demonstrates how carefully the author, Mr. Frank Presbrey, has gone into every interest of this section, commercial, industrial, and educational. The book is a superbly illustrated octavo volume of nearly two hundred pages, and not only is the South and all her vast interests treated in a general way, but each state is separately given full representation.

The illustrations in this charming book are far ahead of the illustrations in the average school geography. A teacher with this book could successfully give to the children a better idea of the resources of the South by recourse to its magnificent descriptions and charming pictures. It should be used to at least supplement all geographical instruction in the schools dealing with this interesting section of Uncle Sam's domain.

The book is an encyclopedia of the Southern states, and its 184 large pages are packed full of valuable and interesting facts, while the pictures of scenes along the line of the railway are beautifully reproduced from photographs taken

with skill and care. The book is a perfect guide book to the traveler unfamiliar with the South, and would be a source of pleasure to almost any one at all interested in the development of this country, whether a traveler or a stay-at-home. Not only does the book contain pictures of most of the public buildings in large Southern cities and of celebrated monuments and picturesque bits of scenery, but there are many little figure-pieces and street scenes characteristic of Southern life. Although the pictures, of which there are over five hundred, are at first sight the most attractive feature of the book, the text is no less interesting and instructive. It is certainly a standard publication on the section which it treats.

While it is issued by a railroad company, it is not in any sense a railroad advertisement.

Copies may be had for 15 cents by addressing W. A. Turk, General Passenger Agent, Southern Railway, Washington, D. C., or J. C. Beam, Jr., Northwestern Passenger Agent, 80 Adams Street, Chicago, Ill.

\*•

The scene of Robert Herrick's new novel "The Web of Life" is in Chicago at the time of the Pullman strike, the Debs riots and the following years of business depression. The two principal characters are a young surgeon who has renounced the prospects of a distinguished career because he is out of accord with the ideals held by the influential society of the city, and a woman who finds herself in the severest grind of society, owing to an unfortunate marriage. The woman's husband has been saved from death by a successful operation by the surgeon who thus becomes the instrument of perpetuating her torture. The love story of the surgeon and the woman, the final readjustment of the man with society and his profession, and the manner of the woman's failure are the main subjects of the novel. The Macmillan Company will publish it early this spring.

\*•

Dr. Francis Warner's new book on "The Nervous System of the Child; Its Growth and Health in Education," will be a good book to place alongside his "Study of Children and their School Training." The latter has taken its place in the front rank of books which kindergartners and public school teachers are using. The Macmillan Company will issue Dr. Warner's new book some time this month, and it will be reviewed in these columns.



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William O. Krohn  
Alfred Bayliss



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# The Child-Study Monthly

*A Magazine devoted to Child-Study, especially in those departments that have direct bearing upon the practical problems contained in the education of the child.*

**MONTHLY, EXCEPT JULY AND AUGUST.**

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## EDITORIAL.

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### NO ROYAL ROAD TO LEARNING.

A BOUT threescore years ago the Creator rolled a large amount of common sense into one lump and named it "Greenwood." In one of his recent heart-to-heart talks with his Kansas City teachers, Superintendent Greenwood recently discussed "The Child's Part" in learning, in his own peculiarly practical and sensible way. It is wholesome doctrine, after reading so much about labor-saving devices in the schools, easy methods of learning and the like. The methods of teaching and subject-matter of instruction should both be suited and adapted to the child's growth-periods. The course of study should fit the child to avoid waste of effort. The principle of mental waste and mental economy should be applied in all instruction both as to method and matter, as well as motive for such instruction. But the child must exercise its own efforts continually, steadily, perseveringly. Otherwise we will not have growth and virility of the child's personality. As children unfold, grow and develop their powers, greater and still greater efforts must be exercised, else our schools will give us "bottle-fed" pupils rather than a "strong-meat product." Superintendent Greenwood states the matter clearly:

## THE CHILD'S PART.

Whether a child can become educated without studying—studying hard—is not a debatable question, and the easy-education experimenters have carried this idea so far that even the persons who usually have nothing to say are beginning to speak out in many localities more emphatically than rhetorically. They see clearly enough that some things must be learned by the child as well as by the grown person and, although the task may not always be pleasing to the feelings, nevertheless it must be done.

Right on top of so much nonsense about children's learning by the easy route, has anyone the hardihood to pick out a man or woman in the United States known and recognized as a scholar, no difference in what department or line of thought, who is not now, or has not been, a close and persistent student? The person who is not willing to pay the price of an education in work, will never have an education. The so-called educator who holds up before children and young men and young women that they may become educated without hard and continuous work is a fraud—I care not what the color of his hair. It takes hard thinking and hard work to master any subject, and he who expects to get hold of any subject must think it out in his own way.

Memory is given to man that he may retain a part of his experiences and that he may, as he goes through life, learn certain needful things for every-day use. Unless he remembers certain necessary facts, his usefulness as a member of society is greatly impaired. Accuracy and expertness must go together.

In order to do a few things well many other things must be mastered, even in learning a trade; and so it is in becoming educated—certain acquisitions are necessary before progress is possible. These are the working tools and it is through their use as instruments that other and higher acquisitions are made. Things remain at a standstill till one is skilled in the use of the tools needed in his trade.

Each mechanical trade demands certain tools with which the mechanic may do his work and so it is in every craft in which men engage. The scholar, real and progressive, must get the mastery of his tools first before he can work with them, and no substitution or anything else will answer his purpose.

Every science imposes certain conditions upon him who would pursue it. History demands a determinate place, positive action and specific individuals to carry forward certain mass movements of people in order to accomplish results. Occurrences—when, where, how, and for what purpose, with all the complexity of forces active and passive residing in the inner and outer life of a nation—have an intrinsic value. These are things to be handled, separated, traced in light or heavy lines through the various units composing a nationality. Outside of the construction of the movable plane upon which the actors play their parts, must also be revealed those concealed, but potent forces that make known the motive power behind the throne.

But this presupposes the term-time of preparation. A Bancroft, a Froude, a Parkman, a Gibbon, a Flint, a Motley, and a thousand others, had to go through the drudgery of learning to read, spell, write, cipher, study grammar and other common branches—a period of apprenticeship—long before they began to write history. It was the severe training that fitted them for such work as in later years made them masters in historical writing, and so with all others.

What can the scientist do without his years of drudgery? He, too, must master a thousand details before he can do anything worthy of record. Tables of weights and measures are used by him at every step. He carries his little hand-books and manuals all the time. He is the cataloguer of things in general. His pen is ready to jot down observations at every step. He is the user of a jargon that is more furious than the mad bulls of Bashan. Look to the botanies, the geologies, the chemistries, the mechanical texts, the mineralogies, the physiologies and the biologies

—see what language must do for these scientists, what a load the alphabet is made to carry!



### ABERRATIONS IN SCHOOL SUPERVISION.

SOME few superintendents in planning the course of study for the schools under their supervision seem to think that the brain of a child has nothing to do besides being educated. This we can call, advisedly, I think, a mental aberration, for certainly Dr. Clouston, the most renowned authority on the mental diseases of children, plainly shows in his article in this issue of *THE CHILD STUDY MONTHLY* that the brain of the child has many things to do besides being educated. In the individual, a mental aberration, besides evidencing an improperly coöordinated brain, handicaps and modifies every bodily function as well. Mind affects body as well as body affects mind. Mental aberration, brain slovenliness, causes and reveals disturbances in digestion, assimilation, elimination and other purely physical functions. The superintendent is the "head" of the educational department of a city school system. If he "aberrates," every function of the educational body of that city is affected throughout.

Within the last few months I have visited the schools of a large number of American cities, and on the whole, have been more than gratified by what I have witnessed. With but few exceptions there is abundant evidence of conservative, straightforward, zealous effort. There is, in the main, a less tendency than there was five years ago to crowd children rapidly through the schools. There are fewer superintendents who claim "special features" for their own administration. There are a few who have freakish, fanciful adjuncts and whose chief recommendation is that they have something in their schools not found elsewhere. Thanks to kind Providence and the inherent conservatism in many of our communities, some of these things never have been and never will be found elsewhere. I am not going to speak of

the freaks and fancies of any individual. This editorial is not for the purpose of cataloguing idiosyncrasies of individuals so much as to indicate certain tendencies that are apt to make for educational monstrosities rather than for educational wholeness and harmony. The two aberrations most in evidence are these:

1. A tendency in two or three cities to make inordinate and unreasonable demands in the way of "home study."
2. Certain patent-right, rapid-transit promotion devices. A sort of promotion-while-you-wait bargain counter has found place in the superintendent's office in one or two of our cities.

1. *Home-Study.*—I cannot refrain from calling attention to the very considerable danger arising from home study, especially in young children. In the so-called "study" at home the child becomes accustomed to certain irregularities of work that should never be cultivated. We should find out how much the child can do in a school day; let the child do such work *at school* and let it feel that it leaves the school each eventide as the business man would leave his desk—with the business of the day done and the satisfaction of well-deserved rest. Moreover, as the famous specialist in nervous and mental diseases, Dr. Adolf Meyer, has pointed out, "Much work at home produces mental abnormalities in creating that martyr spirit with which abnormally conscientious pupils pride themselves on having so much to do and on having to avoid play and company. These children cultivate a craving for admiring sympathy and do this in later life not only to their own disadvantage but to the disadvantage of those who live up to more sanitary and rational rules." Dr. Heffron writes: "Because children need proportionately more sleep than adults, the evening meal should be light and *it should not be followed by study.* This work should be done by day, and the hour or so intervening between supper and bedtime should be given up to recreation and music."

I believe that everyone will concede that Sir James

Crichton Brown is qualified to speak "as one having authority." His words are certainly unequivocal. "It is high time for a declaration of rights on behalf of future generations also, whom, if we are not careful, we shall load with a burden more grievous than the national debt—*a burden of degeneration and disease*. I trust that my medical brethren will join with me in bringing the subject of 'home work' to the front and obtain for it an emphatic condemnation for children under twelve years of age. You, as well as I, have encountered many lamentable instances of derangement of health, resulting from enforced evening study in the case of young children, with the nervous excitement and loss of sleep which it so often induces, and I am fully persuaded that, even when it results in no perceptible injury to health, it is inimical to true progress. To pursue young children with lessons into their home life is to endanger their symmetry of growth. Add to this the fact that there is more danger of eye-strain from artificial light, and that this home work tends more than day-school work to cause deformity of the spine, and you have a brief statement of the case."

Our best school superintendents have long recognized the dangers of "home study," especially for younger children. A few years ago Superintendent Maxwell and the Brooklyn School Board adopted the following enactment as a rule of the board—and it is a most excellent commentary on the large amount of common sense of Dr. Maxwell as well as of the board adopting the measure. "No home study of any kind, except spelling and supplementary reading, shall be assigned to the pupils in any primary grade; no home study requiring more than half an hour in any one day, except spelling and supplementary reading, shall be assigned to the pupils in the four lowest grammar grades; no home study requiring more than one hour in any one day, except spelling and supplementary reading, shall be assigned to pupils in the four highest grammar grades; the solution of problems in arithmetic shall not be assigned for home study in any primary grade or in any grammar

grade except the first and second grammar, and no home study requiring more than two hours in any one day shall be assigned to the pupils in any high-school grade. Parents should never urge children to make extra efforts to obtain promotion, nor show annoyance if they fail to obtain promotion. What children need for intellectual and moral progress is systematic, not spasmodic work."

The fact that parents themselves are becoming exercised over the unreasonable amount of home study demanded in certain cities is a most wholesome sign of the times. Such articles as that of Mr. Bok voice the spirit of dissatisfaction evidenced in lay circles. The fad of home work was recently put into verse by Ella M. Sexton, in *The Examiner*, and voices the unrest of San Francisco as a result of the cramming process in vogue in their public schools:

I saw a boy, a little boy  
But ten (or scarcely more),  
Come staggering home beneath a weight  
Of text-books that he bore.  
In school from nine to three he toiled,  
From seven to nine with tears  
He fagged at "home work" sleepily—  
This boy of tender years.

"What do you learn, O little boy?"  
He answered dolefully:  
"Why, hist'r'y, word-analysis,  
Advanced geography;  
Physiology and language,  
And art and music—well,  
And physics and arithmetic—  
Of course we read and spell."

"When do you play, O little boy,  
Of years and text-books ten?"  
"Bout half an hour, because I've got  
To do my 'home work' then."  
His head was large, his face was pale;  
I wondered how the nation  
(Whose hope he was) could ever use  
This slave of Education!

*Quick Promotion Schemes.*—Various devices have been proposed by various authors to lessen the time in the grades below the high-school. Some of these have been both patented and copyrighted and can only be spoken of in connection with their label—blown in the bottle, as a sort of registered trade-mark—the author's name.

The most accentuated and extreme form in which this device disease has manifested itself is what is known among school men as "The Seattle Plan," and we use it in this discussion as a type and for the purpose of illustration. This plan was earnestly defended and advocated by the able superintendent of the Seattle schools, Mr. Frank J. Barnard, before the National Educational Association last summer, and has since been defended by him in the local papers of his city. His presentation in both instances in the National Educational Association proceedings and his interview in the local press of Seattle, is exceedingly clear and shows the plan in its best light, so that what we have to say in criticism will not be directed against a man of straw constructed from the materials gained by our own observations in January while visiting the schools of Seattle, but rather against the realistic picture which its earnest advocate presented as a sort of lawyer's brief at the Los Angeles meeting.

The basic idea in the Seattle plan is the assumption that eight years is too long a time for a pupil to spend below the high school. It is claimed by the devotees of this shrine that "many could do this work in six years." Somebody is wrong. Either the large army of school men of ripe experience are wrong or the Seattle rapid-transit idea is in error. The fact simply is this: there are not *many* children who could do the usual eight grades of work below the high school in six years if that work is what it should be in matter, motive and arrangement. Pupils enter school at six years of age. If they should perchance enter at eight years instead of six, then we agree that a goodly proportion could and should do this work in six years. But

who has the heart to crowd a six-year-old child and goad him on to do the work that is adapted to the child of eight? Would not the shortening of the time below the high school to six years instead of eight, as now, with the same amount of work to be done, make necessary the stupendous evil of excessive home study? Do not the two evils go hand in hand? If you, my reader, wish to apply extra pressure and crowd the child through eight years of work in six years do you not have to impel the child to sacrifice something? What shall we sacrifice—thoroughness? Adaptability of the studies to appropriate growth periods? The child's periods of recreation and rest? Which? After you have made your selection and conclude to have the child sacrifice one or all of these, what do you propose to give him in their place? Habits of doing only superficial work? Mental overstrain? Brain slovenliness? Which?

I have all my life had to contend against the pernicious effects of a time-and-money-saving-quick-promotion scheme. The twelve grades of the common schools I "bolted" in nine years. Working my way through college I made use of the rapid-transit idea and completed the college course of four years in a little less than three years. At Yale, against the advice of the faculty, but because of being short of money, I took my doctor's degree at the end of two instead of the three years prescribed for the course. Pardon the personal invoice, but what did I get in return? First, I had the high honor (?) of being the youngest man ever receiving the Ph.D. degree from Yale University. What is this glory worth? Less than two cents. Second, I was for a long time mentally "foundered." Third, it caused me to form habits of reading ahead of my thinking rather than the happy condition of being able to think ahead of my reading. It has taken years to offset the results of these various "get-there-Eli," quick-promotion schemes during fourteen years of intense, never-ceasing effort. And I am not consoled by Mr. Barnard's simile. "The heavy plow horse has his work to do, has his place,

but it is in the furrow and not on the race-track." [Proceedings N. E. A. 1899, p. 164.] I may have been, and may still be, a plow horse—Percheron, Clydesdale, or just horse, I care not which—but at any rate I think I now have the "horse sense" to see that I was not properly "jockeyed."

But what has a race-track to do with a course of study anyhow? Is the cardinal idea of the best school people—the best teachers and supervisors of our schools—that the child is on a race-track, whipped and goaded on by all manner of incentives and stimuli, nerves tense and going his best clip to see if he can be the first to cross the tape, to win—a disordered and wrecked mental and physical constitution? Or, is the idea that the school is for the purpose of education, growth, natural unfolding of powers, assimilation of knowledge and culture more in accord with the consensus of pedagogic opinion and educational common sense? No, the school course of study should never be a race-track, in fact or in name. The two cannot possibly be thought of together. Here and there may be a teacher or superintendent who has the race-track notion and who may run his school on that basis, endeavoring to have each child strain himself to pace a "Star Pointer" clip or trot a "Nancy Hanks" gait, and throughout the race have the overstraining child wearing the hobbles of unreasonable home-study. Somehow, I cannot help thinking that to this minority of school people—I mean the race-track contingent—the chief feature of the whole thing is, to them, the grand-stand. Now, really, is there not a good deal of grand-stand play about all of these "compressed-air," lightning-speed, quick-promotion schemes? Is there a person seriously engaged in school work who can persuade himself to believe that all the school is for, is to crowd pupils? Is there a parent worthy of the name who would subscribe to such a creed?

How has it worked? In most places so unfortunate as to make the trial, it has been given up because it never has worked. But Mr. Barnard assured us at Los Angeles that

it was different in Seattle and worked admirably. How? In the first place, in the eight years in which the plan had been tried in Seattle we are told that there was a total saving of 1352 years and three months, or nearly fourteen centuries. This seems enough of a desideratum to establish the "plan" in every city of our country. Think of it! Or, to enforce the idea in Mr. Barnard's own language:

Taking the time saved in the primary and grammar grades—1,352 $\frac{1}{4}$  years—and computing on a basis of \$2 a week expense, estimating the earning power and cost of food and clothing of each child at that low figure and it is seen that the parents have been saved the comparatively huge sum of \$116,294 by thus permitting the children to go ahead as rapidly as their abilities and health permitted.

This would be beautifully convincing if we could only tear out the page on the other side of the ledger, thus covering up the deficit and show a net profit. But we are told in the same breath that in these same eight years there was lost time to the amount of 2,731 years! Now, on the same basis, at \$2.00 per week, the parents of these children lost an aggregate of \$284,000. Of course, this is a mere bagatelle in comparison with the \$116,294 saved!

Can we not improve this and other similar high-speed promotion devices, and at the end of another decade or two make it unnecessary for the child to go to school at all? Then all the time now wasted by children in going to school would be saved to their parents at \$2.00 a week. In twelve years a child would earn \$1,248. Ten thousand school children could save by the end of this twelve-year no-school period the pittance of \$1,248,000. The children in one of our larger cities like New York or Chicago could in this way make better time than Uncle Sam with all his resources, in paying the national debt.

In conclusion, we feel justified in saying that any agency that makes possible any sort of overstrain in the schools is in just that far pernicious. As a parent I can well understand the hesitancy parents sometimes feel in giving

their children over to the modern school when they see, here and there, evidences that certain conditions make against, rather than for, the child's health. Every true educational fact and every true educational force has its natural fruition in the development of the best type of citizenship. This is the object of the American school. The best type of citizenship includes best physically, best mentally, best morally, and these are interdependent. In my official capacity as psychologist to the largest insane hospital in this country I have seen patients hopelessly neurasthenic and insane as the direct result of over-pressure in the schools. When I see such evidences I cannot help but file my feeble protest against any feature that can be construed in practice to encourage this over-pressure.

Thus endeth the first lesson.

WILLIAM O. KROHN.

\* \* \*

#### LITTLE GIRL GLOO.

Little girl Gloo is a tiny miss,  
Rocking in mother's arms all day,  
Snuggling up for a mother's kiss,  
Talking—but all I have heard her say,  
Is, "Gloo,  
            Gloo,  
            Gloo."

And mother is laughing and crying for pride,  
Hugging and kissing her little dear,  
Rolling her over from side to side,  
Happy if only she can hear:

"Gloo,  
            Gloo,  
            Gloo."

"Now, tell me, what does it mean," I said,  
And mother looks up from those eyes so blue—  
"And what did it mean when I promised to wed,  
And gave you my kisses so warm and true?"

"Gloo,

Gloo,

Gloo."

J. EDWARD MAX.

*Staunton, Mich.*

## COMMON DISEASES OF CHILDREN.

In my first Child-Study talk I spoke more especially of defective children—those who were not quite normal by reason of some defect of hearing, eyesight, etc. To-day I want to speak briefly of a few dangers to which perfectly sound, healthy children are exposed—such children as yours and mine, though it may be that even our children, unknown to ourselves, should be classed among defective children. As they are, to all outward appearance, in perfect health, we will consider them so and talk about what is liable to happen even to the healthiest children.

First, let us give a few minutes to the consideration of infant diseases. The greatest number of deaths in proportion to the population of any town or country occurs among children under one year old. As I said in previously speaking of this matter, it is more than twice as dangerous to be a baby less than twelve months old than it is to have the typhoid fever. The latest medical reports lay the principal causes of this mortality to ignorance—ignorance of means by which dangerous diseases are spread and the methods of restricting this spread; ignorance of the practical application of bacteriology to food, to drink, and food materials; ignorance of the dangers of exposure of children to the ordinary conditions of the weather—in brief, ignorance of that knowledge which is necessary to preserve life.

Cholera infantum demands the greatest number of victims. That the great mortality from this cause can be prevented is proven by the fact that the greatest number of deaths occurs among the class which is most ignorant and least provident. Infants nourished by mothers' milk are almost entirely free from cholera. The disease is caused probably by changes in the food or drink of the child, due to some sort of small organism. The same holds true of diarrhea. The germs which produce diarrhea gen-

erate a poison similar to cholera, but not quite so fatal in its effects. Dysentery is also due to a germ started in stagnant water. Convulsions, when not due to some disease of the brain or nervous system, come from diseases of stomach and bowels, diarrhea, cholera, etc.—not from teeth-cutting, a fact which I also mentioned in my previous talk. These diseases might all be prevented if mothers knew the proper food for infants and the proper care of that food, especially during hot weather. In these days of commercial infants' foods, of nursing-bottles and consumptive cows, a poor, helpless baby stands a small chance of surviving the various food experiments of which it is the victim. Now, I do not know any way of helping to any great extent the present generation of infants, but I do know how our grandbabies can be saved and we can help to do it. If we could send our girls to schools where they would learn not only proper care of themselves, but proper care of the babies whom they all hope to have some day, to schools where the hygienic care of a house and its contents are taught, where the preparation of food, not only for babies, but for husbands as well, was practically illustrated—if our girls could have the privilege of such courses of study, then we might hope for a more contented set of wives, more domestic and temperate husbands and a larger number of healthier, happier children. Michigan Agricultural College has already voted to admit girls to its courses of study and a department of domestic science is to be added for their benefit. The subject has also been agitated at the University of Illinois and in time (provided we elect intelligent and progressive men and women to direct the affairs of our university) Illinois girls can also learn these things in our State University. You will say at once, we need these teachings in our public schools much more than in higher institutions to which so small a per cent of our girls go—granted, but—well—I leave you to discuss the practicability of that scheme yourselves. But, *Revenons à nos moutons*—“let us return to our mutton”—as the French say. These intestinal diseases of in-

fants are often due to drinking-water. All water for children, the quality of which is suspected, or even unknown, should be boiled. This includes both river and well water here in Kankakee. Another suggestion that would save many lives if mothers knew it is that one of the summer complaints of children, inflammation of the bowels, might often be prevented by placing over the child's bowels, even in the hottest weather, a light, clean, dry, warm flannel. This prevents the rapid evaporation of perspiration and consequent coldness of the abdomen. Pneumonia and bronchitis have been traced to a germ which is spread by dust from the excretions of persons infected with these troubles. If people would keep babies away from crowds, from circuses and lodge meetings, and from other dirty and ill-ventilated places, there would be more living babies and healthier ones, and fewer sorrowing mothers and delicate children. Right here it occurs to me to add that in case of illness a spoiled, willful child is less likely to recover, because disastrous results often follow the struggle to give medicine. A nurse in a New York hospital says that no age is too early for a child to learn to take offered medicine. Do not tell an untruth—that it is good—but give them something pleasant afterwards.

While speaking of these difficulties to which very little ones are subject, I would like to add a word about colds, which is also more or less applicable to older children. One of the questions on our paper is with regard to the conditions in which children are most liable to catch contagious diseases. As I will make clear a little later, one common condition rendering one susceptible to such contagion is a raw or inflamed condition of any membrane over which the air passes, especially those of the nose and throat. Now, we know that a cold in the head produces an inflammation in the nasal passages; that one on the lungs or in the throat means a sore throat or inflamed lungs. In addition a catarrhal affection, whether temporary or chronic, lowers the condition of the system, its resisting power is diminished

and attacks of disease, at other times easy to throw off, are really invited by the low vitality.

There are some troubles which we used to call colds and thought induced by exposure, which we now know to be produced by a germ present in the air. Colds thus produced are epidemic—grippe, for example. The organisms exciting this condition are more active and develop faster under certain atmospheric conditions in which dampness, rather than low temperature, seems to be the prevailing element. We all recognize how much better we feel on cold days than in mild, damp weather. Again, there are some children who always seem to be catching cold. No sooner are they over one attack than another, more or less severe, appears. This condition in children should cause a parent to examine the child to see whether these continuous colds do not arise from some derangement of the nose or throat, which is chronic, but only manifests itself noticeably after some exposure to cold or dampness. It may be caused by nasal catarrh, by adenoid growths, by enlarged tonsils or by a mild chronic inflammation of the pharynx or larynx. A change of temperature causes increased irritation, nasal discharges, obstructed breathing, sore throat, cough, etc., and the child is wrongly supposed to have caught a fresh cold. There are two suggestions with reference to the prevention of colds, which may be helpful. Keep children away from windows in real cold weather. No matter how warm the room may be, there is always a colder region about the window, not due so much to leaky windows as to the fact that the glass, chilled without, will cause a sort of cascade of cold air near it. Then, keep the temperature of a child's sleeping-room as nearly equal as possible, all night. Rooms which are 70 at bed-time, will often fall to from 40 to 60 during the night, and a restless child will hardly fail to be affected by the change. One physician says he does not approve of the hardening process for children. To neglect wet feet, let children go too thinly clad, or to put on too heavy clothing for the body and not equal protection

for the legs, is to invite disease by creating uneven chilling of the surface, one method of causing colds. To keep the respiratory and digestive organs in the best possible condition, the first by plenty of fresh air in living and sleeping-rooms, and the second by judicious and regular feeding, is the very best method of hardening children.

Another question on our paper is with regard to phimosis. Lest some of you may not be familiar with this term for a more or less common difficulty in male children, I will add a word of explanation. Briefly speaking, phimosis is an unnatural lengthening of the foreskin and contraction of the orifice, which renders it painful or impossible to uncover the glans. This condition is not uncommon in new-born boys and may in a short time regulate itself. But in many cases inflammation and irritation occurs, which cause the handling of those parts by children, a cause sometimes resulting in the formation of vicious and degenerate habits, even in very young children. Many young mothers ignorantly allow their boys to acquire phimosis. Absolute cleanliness is the first essential in this difficulty. My attention was first called to this matter by finding this condition in my own boy. A short time after I had tried ineffectually to cure the inflammation by external washing, I came across an article in "Babyhood," contributed by a young mother who described a condition in her little boy which was parallel to what I had found in my boy. So taking the proper methods of washing and injection of warm water under the foreskin which had grown in part to the glans, and removing the secretions which I found there, by the closest care and treatment for six months I succeeded in curing the difficulty without resorting to circumcision, an operation which, in spite of its commonness and simplicity, and the opinion of many mothers to the contrary, I wished to avoid if possible. Phimosis is occasionally brought about by masturbation—self-abuse—in very young children. The original cause leading to handling of those parts, has been suggested to me as wet

diapers, or drawers, in small children, in older children too tight or too dirty pants. Pants that are worn daily without washing for months, as in the winter, become dry and stiff and irritate the tender skin. The same is true of the urine of children left for hours with wet clothes, and then possibly without any covering at all for those parts, as frequently occurs in hot weather. The irritation set up by the chafing causes the child naturally to feel the place just as one does any part of the body which is sore, or scabbed. Thus ignorance and carelessness promote both physical and moral defects. The remote results of phimosis often are nervous affections, chorea (St. Vitus' dance), and epilepsy. The subject of contagious diseases, the last point on which I wish to speak, is one which because of its close connection with the public schools is of the greatest importance for mothers and teachers to understand. The Michigan State legislature has already passed a law strongly advocating the teaching of the simpler elements of sanitary science in our public schools as the best method of preventing the spread of contagious diseases. They do not mean to introduce a new study into our already overcrowded curriculum, but to revise the present study of physiology so as to include this branch, the plea being that this study of the causes and prevention of contagious diseases is of no less importance than that of the effects of alcohol, which is now compulsory in our public-school work. The statistics taken in Boston and New York prove conclusively that the months in which children are in school contagious diseases are more prevalent than in the vacation months. Furthermore, medical examination of the Boston school children undertaken in 1894 revealed the fact that 427 children were in their seats in school in the first stages of contagious diseases, 70 with diphtheria, 26 scarlet fever, 110 measles, 28 whooping cough, 34 chicken-pox, etc. Think of the life and money saved by removing these children from school. The examination of the New York schools revealed a similar state of

things. In 1894 the Boston Board of Health recommended to the School Board to disinfect desks, chairs, window-sills, etc., by washing them with a solution of corrosive sublimate once every two weeks. In 1890 the medical inspection of the schools was advised and four years later, after a severe epidemic of diphtheria it was undertaken, and is now regularly carried on. Of course in large cities there must be a greater percent of these diseases than in small towns, but that medical inspection of our school children, not only for discovering eye and ear defects, but for detecting symptoms of on-coming disease, would save much grief and anxiety to parents and much money to tax-payers as well, is beyond doubt.

The causes of all communicable diseases, as we know now, are germs—micro-organisms as they are called. These germs are different in shape and size, as you see, different diseases having germs of different forms. In all cases, however, water, and in many, oxygen, is needed for them to increase and develop. Some of them multiply by dividing transversely, one germ resulting in two, these two in four, four in eight, and so on. If conditions are favorable these minute bodies, increasing at this rate, will reach nearly seventeen millions in a day and it will require fifty-one figures to express their increase at the end of a week. Other germs multiply by spores. These increase in length, then in size, then new spores appear, after which the protoplasm around them disappears. These micro-organisms exist everywhere about us. The air and water are filled with them, but fortunately a very small proportion are unfriendly. The greater part are either promoters of life processes or scavengers after death.

These disease organisms are of two classes—the first class living outside of man or animals, such as the typhoid fever and cholera germs (*saprophytes*), while the latter, parasites, such as consumption and leprosy, depend upon man and animals for their growth and increase. But the first class become parasites when they are permitted to enter the

human body. These germs, once in the body, act in two ways—they produce local irritation which results in the formation of abnormal growths, such as the false membrane formed in diphtheria and membranous croup, and second, they take from the tissues of the body what they need for their growth, leaving in their place a poisonous substance called toxin, which disturbs the constitution. In pneumonia these germs produce a secretion which fills the air spaces of the lungs and forms a toxin which often makes this disease end fatally. In diphtheria, also, the formation of this poison is far more dangerous than the local throat inflammation.

The most common means by which these germs enter the body I have indicated to you on the syllabus. [See similar syllabus in "Club Department." — *THE CHILD STUDY MONTHLY*, December, 1899.] The medium of communication is by dust of which these germs sometimes form a part. But it is important to know that these germs are supposed to enter the body only through some break in the skin, either a wound or irritated condition of the nose or throat, so that a condition of the atmosphere which we call "raw" will be more liable to find these membranes ready to seize the germs which are carried by the breath into contact with them. The germs may also be conveyed into the body through the nose. This organ is guarded by minute hairs which retain the dust passing through it. The dust there collected generally contains spores, bacteria and germs, some of which may cause disease if they pass on into the throat. Pneumonia germs are often found in the mouth of a person not yet suffering from this disease. Let such a person get a chill and these germs need no other inducement to develop into this dangerous disease. Thus we can readily see how handkerchiefs once used are very liable to spread disease if allowed to lie about until the secretions dry and form dust to be scattered in the air. The pamphlets published by the Michigan State

Board of Health give the following six ways by which these germs are spread:

1. Dust from infected handkerchiefs. (A general rule applicable to all persons, sick or well, is that handkerchiefs should be looked upon with suspicion. They should not be used after any secretion from the nose has been allowed to dry upon them. After being used they should be put into a paper bag which may then be twisted shut, there to remain until put into boiling water.)

2. Dust from floors or articles upon which sputum or saliva has been ejected.

3. Contact with the hands of persons who cough into their hands or who handle infected handkerchiefs or cloths into which they have spit.

4. Books, pencils, gum, drinking-cups, used in common.

5. Dust from rooms or clothing infected by persons having a communicable disease.

6. Probably typhoid fever may be spread by means of dust containing the germs of that disease; and the germs are believed to be most numerous in the discharges from the bowels and bladder of the person having the disease. This disease is usually spread by drinking water which has been contaminated with sewage or with leachings from privies. Similar statements are true relative to cholera.

Typhoid fever is spread usually by impure drinking-water. All well water may be suspected when the well is located within one hundred feet of any drain, whether from house, privy, sewer, or cemetery. The danger of disease from wells in lower ground than that of the surrounding houses, would be much greater of course, and the distance depends too, upon the character of the soil in which wells are dug. This disease may also be communicated through milk from cows drinking impure water. The tubercle causing consumption is also most frequently taken into the body through milk or meat of diseased animals and by breathing the dried sputa of consumptive persons which floats in the air.

Here comes a warning for housekeepers, a suggestion of one of the many things which we as women need to study in order that we may manage our household affairs intelligently and as economically as our husbands and fathers manage their business. The broom is a dangerous weapon in a woman's hands in more ways than one, and in case of any suspicion of contagion from the use of the rooms by persons afflicted with any disease or cough, the floors should be cleaned with a damp cloth. Carpets are a dangerous luxury—I first wrote nuisance—breeders both of moths and germs, and the sooner we learn, like our European neighbors, to build our houses so that they are unnecessary, the sooner we shall cease to invite dust and disease, and, besides, how much less shall we dread the housecleaning seasons! This matter is, however, one to be treated under the head of house sanitation, a subject we are reserving for a special meeting next fall when we make a new program.

It is well to be assured once more that the majority of the organisms in dust are harmless, and even to those which are not, a sound, healthy body offers of itself sufficient resistance to protect one. But any condition of the system which is abnormal, such as the inflammation of an organ, abrasion of the skin, a depleted condition of the blood due to lack of the proper food elements, an exhausted system either from mental or physical overwork—any of these things offer an invitation to the omnipresent germ to come and make us a visit.

There is also a difference in the susceptibility of persons as individuals, as races, as well as of animals to these minute germs. For example, typhoid fever and cholera are common to man but not to animals. Tuberculosis is a disease of man, apes, cattle and a few other grass-eating animals. As a rule the young of all animals, man included, are more susceptible than the old, adults beyond the age of forty being rarely susceptible to any contagious disease. Negroes are rarely yellow-fever patients, while they are very

susceptible to smallpox. These peculiarities have attracted much attention and study but the causes are not yet satisfactorily explained.

Influences which may protect from these diseases are some of them familiar. A single attack of many contagious diseases usually protects one from a second attack. The system goes through some change which renders it unfit to support the same organisms again. Sometimes an attack only renders one safe for a short time. Cholera and influenza may occur a second time but usually in a very mild form. We are familiar now with the protection of vaccination, and smallpox is a comparatively rare disease. The latest protection, or rather remedy, of which I have read, is the use of the immunized blood serum of the horse as an antitoxin in diphtheria. The following method is used in its preparation. The Klebs-Loeffler bacillus acts on beef broth. This in a small dose is injected into the horse, resulting in some local swelling and a slight fever. These effects passing away, a larger dose is given, and this is continued until the largest doses produce no effect, requiring about six months' time. The animal is now said to be immune and blood is drawn from it at intervals by a rubber tube and put on ice. This separates into a solid part and a clear, straw-colored liquid, which is placed in vials for use, one dose only being put into each vial, and the amount in it labeled, so that it may be used without danger by any physician, though it should never be used by anyone else. One physician who uses it says he confidently expects to cure any case of diphtheria in private practice seen within forty-eight hours of the onset of the disease. He gives an account of the last seven cases which he treated, all of which were cured. A physician over in Hungary who was intrusted with preventing the spread of this disease, tried inoculation with serum. One hundred and fourteen children were treated and no diphtheria occurred in that village for two months, though for the five months previous

eighteen per cent. of the children of the village had taken it and it continued to rage in the surrounding villages.

The disease which causes one-seventh of all the deaths in the world, consumption, is now known to be a communicable disease and so can be prevented. It is found in schools, homes, churches, public halls, cars and every place where people congregate. Sputum from the lungs of a diseased person deposited anywhere and left to dry will release these organisms which will find a lodgment everywhere and even float in the air in a living state, ready to enter any inflamed lung tissue and begin their work of destruction. This disease can also be taken into the system by the use of meat or milk from diseased animals. Heat will, however, destroy this germ, so the thorough cooking of suspected meat and the raising of milk to a temperature of 180 degrees is a necessity for safety.

The President of the Michigan Board of Health closes an address read before the Twentieth Century Club of Detroit with the following words: "No other factor that can be named as a conservator of the public health can equal woman intelligently guarding her home from the noxious seeds of disease and death, and in her proper sphere of mother and teacher, educating the coming generations of men and women in the knowledge of how their lives may be made healthy and happy and extended into years of usefulness."

HARRIET BROCKWAY.

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There is no use arguing with the inevitable. The only argument available with an east wind is to put on your overcoat.—*Lowell.*

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The teacher was giving little Tommy a grammar lesson the other day. "An abstract noun," she said, "is the name of something which you can think of, but not touch. Can you give me an example?" Tommy—"A red-hot poker!"

## WHAT THE BRAIN HAS TO DO IN YOUTH BE-SIDES "GETTING EDUCATED."

THE human brain as far transcends everything else in nature in its complexity, its delicacy, its multiformity of function and its capacity, as heaven is above the earth. It is the one and only thing that brings matter into direct relationship with mind—that is, with the higher mental processes of reason, imagination, volition and moral feelings. In regard to its structure and functions, it is by far the most difficult department of physiology and psychology to investigate. The more we know its structure, the more astounding does its mechanism appear. The ablest histologists have devoted, and are now devoting, all their energies to its investigation, and yet we are far from a perfect knowledge of it. Within the past twenty years the most marked advances have been made in brain physiology. Processes of hardening and freezing its delicate jelly-like structures have been invented so that it may now be cut by microtomes into sections three thousandths of an inch in thickness, which are then stained with delicate pigments to bring out distinctively its cells, fibres, packing materials, drainage system and blood supply. Such transparent stained brain films are then examined most minutely by means of microscopes of the highest power, and the results recorded. To have got the results we have attained, four or five different methods of preparing such sections have had to be invented and used. Every year some new process is devised, and some new additions to our knowledge are obtained. My friend, Dr. Ford Robertson, who devotes his whole time and all the resources of his laboratory to brain investigation, estimates that the organ contains over three thousand millions of bodies called "neurons," each neuron consisting of an actively working cell body with a nucleus, one projecting axis that acts as the outgoing or incoming wire to carry to the organs of the body.

or to the neuron, the nerve stimulus, and in addition each neuron has ramifications of forty processes or "dendrites," and each dendrite has more than a thousand buds or "gemmules," so that we have the amazing result of every man carrying in his brain and requiring for his mental and bodily work this inconceivable number of active, energizing, nervous structures. How this mechanism works, and what it does, are the great tasks of the modern physiologist. All these neurons are combined in infinite numbers of smaller and larger groups, which regulate every function of our bodies and on which every faculty of our minds depends. They report up to the higher mental groups of neurons, the "mental centers," every impression made on every sense; they recombine every sensation and perception in the processes of will, thinking and imagination. All that every man has learned in walking, playing games and working, all that he has seen and heard, that he has read and thought and imagined, is by means of the healthy activity of these neurons, fixed, stored up, and made a part of his bodily and mental life and experience. On the proper working of those neurons has depended his bodily growth, and his mental development from his birth onwards. On them he has been dependent for the regulation of his animal heat, of the circulation of his blood, of his digestion of food, of his muscular movements and his power to resist the innumerable causes of disease and death to which he has been subjected. Failure in their action would have meant failure of growth and health, with its necessary accompanying failure to enjoy life. The brain is connected directly with every organ in the body, it regulates and controls every function, it harmonizes the working of every part, giving in this way unity and solidarity to the body, and constituting it a complete "organism" in the proper sense. Through it, mind exhibits itself—it is the lord and master of the whole edifice of mind and body. It is, in fact, the man. In it every function is "represented" in distinct areas of neurons, and mutual stimuli

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and effects pass from it outwards towards the other organs of the body, and from them inwards to it. The heart and the whole process of circulation of the blood is influenced by the brain, and the brain is influenced by the heart. Let glad tidings be told to a man, and his face flushes through dilatation of the capillaries of his skin, and his heart beats faster. Let evil news reach him, and he becomes pale or faints. The whole growth and nutrition of the body is directly under its influence. If the brain is poor and undeveloped, as in idiocy, the body is almost of necessity small or ugly, unsymmetrical or weak. Brain influences can stop hunger, arrest digestion, impede the breathing, paralyze the muscles, wrinkle the skin, and whiten the hair. Through them we acquire knowledge, we remember what we have acquired, and we long for still more acquisitions.

Some new and very striking facts have been lately discovered and expounded by Flechsig as to the mode of development of the brain in childhood. He shows that the various fibre parts of it—the connections between its different centers and areas—develop at different times, the more important first, the less important later on. Just as in the creation of the electric telegraph system in the country, the larger towns were connected by wires at first, and then gradually the smaller towns were brought into the system.

But with all those distinct areas and different functions of the brain, it has a pervading unity of all its parts. No one part can be overstimulated or overworked without all the others suffering. There is one important law of brain-working that is well established. It is that each man's, and woman's, and child's brain has just so much energy possible for it as a whole, and no more. This energy is distributed among the different areas; so much for the mind areas, so much for the areas that supply the stimulus to the muscles for movement, so much to the areas that control the nutrition of the body, so much to the areas

that regulate digestion. One of those areas can, to a certain extent, use up more than its share of energy, but that is always at the expense of the others. Though no doubt there is a certain interchange of forces as between the different areas, yet the total quantity is fixed and cannot be indefinitely multiplied. Just as a central dynamo will give a certain amount of electric light to a house, which may be used in the kitchen or parlor or in the bedrooms; but if the one place burns more than its share, the other rooms are left in darkness.

As can be well imagined, the development of this mighty apparatus—with its countless cells and fibre connections, its proper degree of responsiveness to outside influence, to stimuli from within the body and from without, its reactions to those stimuli neither too sensitive nor too stable, and its power of self-repair—is attended with serious strain and countless risks from the time of birth, and before that time, on to the age of 25 or so, when the brain and the whole organism may be regarded as fully completed as to form and function. When the brain does not develop properly there is every kind of risk, mental and bodily, from idiocy to paralysis or death. If certain areas of the brain do not develop, we have the organs of the body that are in relation to those brain areas weak and useless. If certain motor areas, for instance, are weak or damaged, the muscles in relation with them are weak and incoördinated. If their brain centers are weak, or act ill, the lungs or the heart do not work well. If there is a general weakness of brain development, we find lack of harmony of movement, want of grace and of quickness and of energy. With those there is lack of beauty, and the substitution for it of ugliness of form and want of proportion; or there may be a simple lack of bulk, a dwarfishness of body. There is a relational development of every part and function of the brain to every other, which, if interfered with, causes an unrelational development of bodily and mental function. When the brain is well developed and is

*What the Brain Has to Do Besides "Getting Educated."* 421

working well, one part with another, there is a conscious feeling of well-being present. This feeling is the best proof of good health which can exist. There goes with this *bien etre* a conscious capacity for energizing and a felt power of self-control, which also are proofs of perfect health. Every thoughtful teacher and every parent knows that if self-control could be taught, it would be the cornerstone of all education, and would itself be proof that the educative process had been on right lines.

It is unquestionably true that an idea commonly exists that during youth the chief thing to be done is to "get well educated." And I should thoroughly agree with that idea if the expression "getting educated" is used in a wide and physiological sense. If its meaning is held to be that every faculty and every function is to be gradually and on sound lines developed up to its full capacity without interfering with the other faculties and functions, so that in the end of the educative process the organism, in all its power, bodily and mental, has been helped to the attainment of its full possible capacity for work and happiness, then I agree that this is the right process to be carried out during youth by every means known to us. Nature could do much of this educative process without any help from the teacher at all. Natural curiosity would incite to the acquirement of much knowledge; imitation would lead the child to copy good manners; muscular energy seeking an outlet would develop mind and limb; experience of natural laws would produce caution and self-control. But that would not be the idea of "education" with most people. It would be the acquisition of reading and writing, of mathematics and classics, of languages and sciences, through school and college teaching. Such an idea of education would cover in most minds the chief idea of what the brain is supposed to do and acquire during youth. This idea I should desire most earnestly to correct and enlarge from the physiological and medical points of view, by pointing out that it is not in harmony with the true conception of the varied work which

the brain has to do during the developmental period of life. If what I have briefly indicated as to the structure and functions of the brain is true, then such an idea of education merely looks to the mental areas of the brain, and forgets the great brain areas that preside over muscular movements and all the power, harmony and grace which their proper development implies, which neglects those that control nutrition and all the beauty and health which a well-nourished organism implies, and takes no account of the brain regions that regulate the digestion and assimilation of food. Putting into continuous and exclusive exercise those mental areas must inevitably withdraw energy from other brain centers and diminish their power of bringing the whole organism to perfection. Lately I met a young woman, a highly educated student, who was just about completing a most brilliant course at college. Her complexion was muddy, her skin was not soft, her movements were ungainly, she could not walk far, she slept badly, and many of the feminine tastes and likings of her age were in abeyance. My conclusions about her were that her mental areas had been made to energize so continuously during her growth and development that they had robbed the other centers of the brain of their due share of energy to do their work. In this young woman's education it had been forgotten that her brain had many other most important functions to do besides "getting educated." The result, in my opinion, did not tend towards her happiness, her usefulness or her chances of living, while it had robbed her of many special and gracious qualities which at her age nature, if not thwarted, bestows on her sex.

Besides such risks as had been incurred in this young woman, through forgetfulness of the fact that the brain has many things to do besides getting educated in youth, there are many others from the same cause. Nature will not commonly allow us to set her laws at defiance without exacting a penalty. No responsible medical man can forget that there are few families without a heredity, stronger

or weaker in different cases, towards some nervous disorder or defect, and that the period of growth and development is that in which such hereditary weaknesses are most apt to show themselves. Beyond any doubt, a serious disregard of the conditions that are favorable to healthy and normal growth tends to bring out latent hereditary defects. Children and youths that, under favorable circumstances, might otherwise have grown up healthy have, through overwork, underfeeding, too little exercise and fresh air, and indulgence in unphysiological practices, become subject to convulsions or paralysis, defects of speech, eye defects, tubercular meningitis, St. Vitus' Dance, asthma, recurrent headaches, dyspepsia, anaemia, consumption, acute rheumatism, moral and intellectual twists, hysteria, and even attacks of adolescent insanity. In addition to this portentous list of actual maladies the risk of stunted growth, lack of grace and harmony of body, and want of beauty, are serious risks to run. Especially in the female sex is there liability to those risks, and the great series of physiological changes at and after puberty have to be considered and provided for in every proper way. Anything that in a woman interferes with future potential motherhood nature especially resents. She will not have her due order interfered with by any attempts, however well meant, to raise the "higher" faculties at the expense of the "lower" bodily functions and capacities. The brain, with its multi-form functions, has an organic unity that will not tolerate a continuous disregard of its laws during the critical period of development.

In the struggle for existence, which all living beings have to fight, a certain power of resistiveness to the innumerable and most subtle enemies of life is essential. To be able to resist tubercle germs and disease germs of all sorts a certain organic resistiveness is needed. The brain, above all other organs, supplies this resistive power to the whole body and to every organ of which it is composed. To take the simplest example; the spores of ringworm and

other skin diseases will fasten on the ill-nourished skin of a weakly child with far more virulence than that of a healthy child, and dermatologists now treat such affections in such cases not only by local treatment, but also by brain tonics. A youth who has overworked his mental functions at the expense of his organic strength is certainly ill prepared to fight the germs of consumption or influenza or typhoid fever or diphtheria, when they attack him.

Last of all, but by no means least important, I believe the disregard of the fact that the brain has many things to do besides the reception of mental impressions in youth leads to a weakening of the great and dominant function of control, of inhibition, mental and bodily. Without a reasonable power of self-control, of inhibition over cravings, appetites and passions, of power to set a-going and keep working the mental and bodily energies, no man or woman is safe, or likely to be of full use in the world as worker or citizen, as son or daughter, as husband or wife, as father or mother. Control cannot be *tought* merely; it must also, and mainly, be *developed*. It is the final expression of a strong and harmoniously-working organism, the copestone of a normal organic development and a proper education combined. It represents the ethical and the altruistic principle, without which the family and society could not exist, and religion would be a mere egotistic and selfish sentiment. Without it life would be a regiment without a colonel, a class without a master, a family without a father.

In what I have said there is not a word which should be taken to discourage any teacher or any parent in the education of children. It is not a plea for health and ignorance, but for a wise education. It is a short outlook to think only of the individual in any system of education. The individual soon dies. It is the race we must chiefly look to. Fortunately, there is no incompatibility between the kind of education that is good for the individual and for the race. To be the best for both it must take into account the facts of physiology—of body and mind together, and not apart from one another. T. S. CLOUSTON, M. D.

*President British Child-Study Association.*

## ACTUAL SAYINGS OF MY SCHOLARS.

### I.

"LIZZIE," said John, meditatively, as he helped me cover some copy books, "is the best scholar in the room, aint she?—and Leila is the next. The best scholars are most always girls, anyway. I guess teachers like girls better than boys, too, for they're a girl theirself, but they don't know what a boy thinks." Mentally I pleaded guilty. This was thirteen years ago, and I don't know yet!

### II.

"I hates to have a penny," said little Annie, who was very seldom afflicted that way, "for, whatever I gets with it, I always wishes I'd got something else."

### III.

"That hero you've been telling us about," said my biggest colored girl after a history lesson, "is he the same one what we sing about in church when we say 'Hero, my God to thee?'"

### IV.

This same girl was always eager for explanations. "When we go to the Junior Endeavor," she demanded one Monday morning, "and they puts us up on the platform and we all says 'Praise the Lord, praise the Lord!' what do them words mean?"

### V.

"The longer I lives," is the experience of seven-year-old Jacky, "the more I gits to know."

### VI.

"I wish I was a man," sighed ten-year-old Rosa, as she watched some men stringing telephone wires. "Everything people does now they strings more wires, telegraphs, 'lectric cars, 'lectric lights, everything." "But why do you wish you were a man, Rosa?" "So I could go into the wire-making business," was the practical answer.

## VII.

I had Edgar two years, early in his scholastic career, and loved him forever because he once relieved the monotony of "I see a chair," "The chair has four legs," resulting from the demand for the use of the word "chair" in a statement, by this undeniable assertion, "Chairs are no use to horses." He caught up with me on the street lately and told me they'd had lots of fun that morning. "Miss K— gave each of us a rock—*some* kind of a rock—and some acid. Gee! we didn't do a thing with that acid; nobody knew the old stuff would ruin things and you'd just ought to see the hole in Gertie's apron. Ida, she burnt her fingers, and there aint a cent's worth of varnish on my desk any more." "But what did you do with the acid, besides ruin things?" "Oh, we put some on the rocks, what we didn't spill, and if they fizzled—or didn't fizz, I forget which—either they was some kind of a rock, *she* told us what, or else they wasn't. *I* forgot!"

## VIII.

This dialogue occurred in my sister's nursery, but I classify it here because Sara is my scholar now. At the time, she was five years old:

*Sara.*—"Doffy, I'm going to make a lady out of this little horse."

*Dorothy.*—"But, Sara, you can't make a lady out of a wooden horse!"

*Sara.*—"Yes, I can, too, Doffy. If I pulls the tail off she, and puts a dress on she, won't that make a lady of she?"

## IX.

And this is what the mother of a scholar told me:

"Der trouble mit little shilderns is, dey don't got no sense!" How does that rank her as a "child student?"

HONORA JACOB.

## CLUB DEPARTMENT.

(For Parents' and Teachers' Round Table.)

THE subject this month is the perplexing one of children's lies. The lie in the young child is never the same despicable, contemptible offense that it is in the adult. It does not reveal the same moral obliquity. The syllabus this month is the one prepared by Miss Harriet A. Marsh of Detroit, and is adapted from that of G. Stanley Hall.

### CHILDREN'S LIES.

Do all children lie? Is there any difference in these lies? Do little children always know they are lying? Do older people? Why is this?

Several truthful persons may read the same story, or see the same incident; each will give you a different account of it, yet each will think he is telling the truth. How can you account for this?

Are imaginative children more apt to lie than those who are not? Why? Can little children always distinguish between imagination and reality? Can older people? What treatment is needed under these conditions? Children often think it right to lie for a good motive or to save one they love from punishment; how should these ideas be treated?

Imagination.—Some people think that the child's belief in Santa Claus, etc., teaches it to lie. What do you think of this error? [See CHILD-STUDY MONTHLY Editorial, December, 1899.] Is the imagination a stepping-stone to religion? Is it wrong to crush or starve it? Should we not be very careful in guiding it? If each child were taught to *observe* carefully, and to state these observations accurately, would he become more truthful? How do we teach children to lie?

Does living beyond our means teach children to lie?

The lie in the child is a piece of incipient research. He tries it; if it works he may try it again.

Should a child be punished for lying? How?

This question was recently brought home to me directly by an experience with my own ten-year-old boy. He had been ill upon the sofa, and, in an absent-minded way had traced some crude drawings, evidently illustrating the story of Hiawatha, upon the calcimining on the wall. I called him to me and said, "Stuart, did you do that?" Having positive circumstantial evidence I felt confident of a humble affirmative answer. But no. He looked me straight in the eye and said, "No, sir." I concealed my astonishment as best I could and said: "I always believe you, my boy. I will believe you now. If the whole world would line up and say that Stuart Krohn did make those pictures on the wall I would not believe them, but believe you." He wavered a little and said, with the air of a witness before the grand jury, "Well, anyway, I don't remember anything about it." To this I replied, "I think I can also trust your memory," and went to my office, not returning until late at night, after he had retired. The next morning at break of day he was up engaged at the writing-desk with pen, ink and paper. He would not tell anyone what he was doing nor would he leave his task until completed. When I went into my den an hour or so after breakfast I found a note on my desk written in the formal school-boy style and addressed in sealed envelope to "Mr. William O. Krohn." On opening it I found the following:

Chicago, Ill., March 11, 1900.

DEAR SIR:

I am willing to confess that I scratched those pictures on the wall. I also am willing to take the consequenses.

With haste,

STUART KROHN.

Dear reader, can you wonder that I hold this letter sacred? Can you wonder that I highly prize its manliness? This letter is to me more precious than rubies, yea, more

precious than much fine gold. Punishment? Was I weak in thinking he had been punished enough by his twenty-four hours consciousness of guilt? Was it weak to put my arm round him and say, "My boy, I knew all the time, that I could depend upon you."

WILLIAM O. KROHN.



We once knew a school where the teacher was a man of great activity, force and positiveness. All day long he strode about the schoolroom, ordering every detail of the work, praising the diligent, spurring up the indolent, and occasionally jerking the delinquents out of their seats, his voice bellowing thunder and his eyes flashing lightning. At the recitation he was the fountain of wisdom and opinion, and the children were the pitchers to be filled. No one in that school thought of knowing anything or thinking anything that was not known or thought by the teacher. The school ran with the precision and uniformity of a machine, with the teacher's hand on the lever. Neither was there any noise in that school except that made by the teacher. People said this teacher was a "good disciplinarian." He was nothing of the sort. He was a mere *driver*; aside from his forceful control, the school was entirely undisciplined. The work was not responsive to an awakened motive, but the result of compulsion. There was no true discipline, because there was no self-control.—*Pennsylvania School Journal*.



What is knowledge, then? It is not memory. It is not familiarity with facts. It is not observation. It is not even experience. It is all these put to soak in the human mind. It is all these digested by the human brain. So we put facts into the thought-hoppers of boys and girls. They are ground in the thinking mill of life and they come out as knowledge, ideas which can be baked into the bread of wisdom. This gives strength, gives purpose, and makes for power.—*Jenkin Lloyd Jones*.

## THE EDUCATIONAL CURRENT.

EDITED BY CLARA KERN BAYLISS.

**Our Motto.** **G**IVE us country clubhouses. In place of the eight or ten schools in each township, with enrollments ranging from six to sixty, each with meager apparatus and library of a half-dozen books, let us have one central graded school, with a building of eight or ten rooms, one of which shall be reading-room for parents as well as children; light the building well; put up sheds for horses and render country-life attractive by making the school the center of intellectual and social life for the community.

\* \*

**In Winnebago County.** **L**ET us look at the financial phase of the question a moment. Take the nine districts that have an enrollment of seven or less, with an average attendance of four, we will say. Here are nine teachers in nine different houses with four pupils each. What is the annual cost per child for education? Our estimates will be for the average attendance. Harlem No. 2, enrollment seven, average attendance say five, levied for school purposes last year \$175 on an assessed valuation of \$38,835. The cost per child was over \$35 per year. Harlem No. 9, enrollment six, average attendance say four, levied \$200 on a valuation of \$31,422. The cost per child was \$50 at least. Harlem No. 8, enrollment seven, average attendance say five, levied \$230 on a valuation of \$23,826; the cost per child about \$50 per year. Harlem No. 7, enrollment seven, average attendance five, levied \$200 on a valuation of \$64,250; the cost about \$40 per child. Now, if those four districts could be consolidated there would be one school with an enrollment of 28, average attendance of 20, with classes numbering four or six each, where now

there are only one or two, what would be the cost under the new way? Eight months' school, with a normal trained teacher at a salary of \$40 per month, would be \$320. To this add \$180 for fuel, apparatus, library books, etc., and the total cost would be \$500 on a combined valuation of \$158,333. Under the present system it costs \$805 on the same valuation, with but little if any expended for library or apparatus. Then consider the difference in the character of the one school as against the four. It seems strange to me that men will plead too high taxes as an excuse for not hiring the best teachers or putting libraries into their schools when consolidation would lessen the expense and give far better results.—*Supt. Kern.*

## •

**Den Dey Must Hear  
Him Till Dey Do.**

THIS was Bergmann's reply to some one who said to him: "But, Mr. Bergmann, the people do not like Wagner," a reply evincing devotion to an ideal equalled only by that of Wagner himself, who refused the most tempting offers to produce other people's music on the stage, and worked on in destitution at his own beloved compositions.

We often wish that journalists who fill their papers with sensational matter, pandering to an uncultivated taste instead of cultivating it, could be fired with the lofty purpose of Bergmann.

All the world's educators, known by the titles of author, publisher, teacher, preacher, actor, or what not should give the public only the best that in them lies, saying, if they do not appreciate it, "Den dey must hear it till dey do."

## •

**The Mother's  
Work.**

GOOD mothers for young children do not always continue to be such for older ones. After the child ceases to be helpless physically, nature withdraws her imperative demands. Intellectual and moral training must take its place. This

requires personal and individual effort on the part of each mother which she often fails to meet.

The mother is the child's first teacher. Unfortunately many mothers do not consider themselves such, but look upon themselves as mere nurses and caterers and seamstresses, only feeling a responsibility for the physical well-being of the children. The mother must teach her children daily lessons in self-control, patience, obedience, reverence, attention, industry and truthfulness.—*Mrs. Julia Hallam, Sioux City.*

**Teaching Arithmetic.** ♂  
IT must be borne in mind that the mathematician deals mainly with imaginative magnitudes. He has little to do with sense magnitudes. The really difficult thing for the pupil in mathematics is not figure manipulation; it is not the seeing of the relation of magnitudes. It is the imaging of the magnitudes to be compared. Again and again we ask our pupils to think, compare, see relation, when the terms of the comparison are not in consciousness. I might almost say, this is the one pedagogical blunder that casts a shadow that can be felt over three-fourths of our work. What shall we do about it? Confront the pupil oftener with objects of sense? Not necessarily. Rather lead him oftener to image. This work must be begun in the lowest grades. The only way for the pupil to learn to image is by imaging. The time to begin is immediately after he has perceived (seen or felt) the sense object. There is no more important work for the teacher of primary arithmetic to do than that kind of Child-Study which will enable her to estimate correctly the imaging power of her pupils and direct her in its proper cultivation.—*Frank Hall, in Journal of Education.*

**Arnold's Idea of a Teacher.** ♂  
I WANT a man who is a Christian and a gentleman. I do not so much care about scholarship—and yet, on second thought, I do very much care for it because I think even the elements are best

taught by one who has a thorough knowledge of the matter. However, if one must give way, I prefer activity of mind and interest in his work to high scholarship; for the one may be acquired far more easily than the other. A teacher should have the power of not saying what he does not mean; of saying what he does mean; of doing what is right; of speaking what is true; and of thinking what is good independently of any professional or conventional notions that so to act, think or speak is becoming or expedient.



His Idea of School Discipline. L ENITY is seldom to be repented of. It is clearly right to try your chance of making an impression on the pupil, and if you can make any at all, it is your justification and encouragement to proceed. It is often like kicking a football up hill; you kick upwards twenty yards and it rolls back nineteen; still you have gained one yard, and thus in a good many kicks you make some progress.

This to me makes all the difference: I would be as patient as possible with irresolution, unsteadiness and fits of idleness; but if a pupil has set his mind to do nothing, considering all work so much fudge, which he will evade if he can, I have made up my resolution to send him away without scruple.

If he be sincere, however unsteady and backsliding, he will not hurt the principles of your other pupils; but if you have reason to think he glories in his own misconduct, I would advise you to send him off without delay; for then, taking the mischief he will do to others into the account, the football rolls down twenty-five yards to your kick of twenty, and that is a losing game.



"We should not expect a teacher to have the qualities of a combination machine, or of a department store."—*Gilbert.*

## WORKINGS OF THE CHILD-MIND.

*Inspector.*—"Suppose I lent your father £100 in June and he promised to pay me back £10 on the first of every month, how much would he owe me at the end of the year? Now, think well before you answer."

*Pupil.*—"One hundred pounds, sir."

*Inspector.*—"You're an ignorant little girl. You don't know the most elementary rules of arithmetic!"

*Pupil.*—"Ah, sir, but you don't know father!"—*Punch.*

### ❖ CHILDREN'S IDEALS.

The questions put to the children were: "What person do you wish to be like? Why?"

Some said: "Like mother," "Like Frances Willard."

Some, "Like their own selves." Playmates or other acquaintances were the ideals of thirty; a frequent reason being, "Because she is pretty," or "Because his father does so and so." One little girl, poor thing!—said of a schoolmate, "Because she can have her hair curled."

### ❖ THAT BLACK DRESS.

Miss M. E. Farson, assistant superintendent in Chicago, relates an interesting experience of hers when she was a school principal. There was one unmanageable boy in the school. Different measures had been tried with him without success, and he was only kept from suspension by the pleading of his parents, says the *New York Times*. One day Miss Farson sent for him to come to her for a talk. But, after much discussion, the boy was still obdurate.

"What can I do," said Miss Farson finally, "to make you like me well enough to become one of my best boys?"

Some thought in the boy's mind seemed to be struggling for expression, and finally he exclaimed:

"If you didn't wear that old black dress, I think I should feel a lot better. I don't like that dress."

**HIDDEN TREASURES.**

Little people, do you know  
What is underneath the snow?  
Flowers pink and blue and white,  
Big red roses, all a-glow,  
In their dark roots folded tight  
Till the merry south winds blow.

Do you know what secrets deep,  
All the woods of winter keep?  
Ah! the darling little things,  
Down below the snow-bank's heap!  
Fern leaves curled in tiny rings,  
Violet babies fast asleep.

Little folks, now do you know,  
February soon will go?  
Then will come the sunny spring,  
When the snows will melt, and oh!  
How the meadow-brooks will sing,  
And the daffodillies blow.

—*Youth's Companion.*



*Teacher.*—"Who can tell me what useful article we get from the whale? Johnny?"

*Scholar.*—"Whalebone."

"Right! Now, what little boy or girl knows what we get from the seal? Tommy?"

"Sealing wax."



G. R. Glenn, superintendent of public instruction of the state of Georgia, one day explained the powers of the X-ray machine to a gathering of darkies at a school commencement. After the meeting was over a colored youth called him aside and wanted to know if he was in earnest about the machine. Mr. Glen assured him that he was. "Boss, I wants ter ax you ef er nigger et chicken, kin you look in him an' see chicken?" "Why, yes, Ephraim," said Mr. Glenn. "Well, boss, I wants ter ax you one mo' question. Kin you look in dat nigger an' tell whar dat chicken come from?"

## AMONG THE BOOKS.

**The Complete Geography.** By Dr. H. S. Tarbell, Superintendent of Schools, Providence, R. I. The Werner School-Book Company. Chicago, Boston and New York. \$1.00.

This new book by Superintendent Tarbell is one of the best of the "new" geographies. It catches the spirit of to-day in viewing the earth as in a process of development and not as a *finished* affair so characteristic of the old geographies which were as Calvinistic in their trend as the theology of their time. No geography fulfills modern educational demands except it regards *the earth as the home of man*, and that the relation between the two—earth and man—is a reciprocal relation, *viz.*, earth acts on man (the influence of environment) and man, with his ceaseless energy, acts on the earth, transforming. Man harnesses natural forces and at the same time Mother Nature, to a large extent, modifies the development of her pet child—man. Superintendent Tarbell has conceived this relation of interaction of human forces and those of nature with a grasp as comprehensive as it is intelligent and clear.

This book is excellent, not only in what it contains, but also in what it omits. It is free from burdensome, petty, dissociated details. It omits the freakish, fanciful things that some authors put in their books for the sole reason that the same material is found in no other, for which we are devoutly grateful.

The book has a profusion of illustrations. They are illustrations in fact as well as in name. Every map, every diagram, every picture is designed for study in connection with the text, and is therefore of the highest geographical value. The book commends itself. Open it at any page and it appeals strongly and at once because of its clearness of style, order of arrangement, masterful treatment and typographical neatness. It will surely win its way on its merits into a multitude of schoolrooms. Both Superintendent Tarbell and the publishers are to be congratulated on the appearance of the "Complete Geography." The result of their united labors is an achievement of which to be justly proud.

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**English Kings According to Shakespeare.** By J. J. Burns, M. A., Ph. D. D. Appleton & Co. New York. 268 pp.

This neat little volume contains the historical plays of

Shakespeare in clear outline and with the setting needed to make them plain to the reader not familiar with English history. The words and the deeds of each king are given as far as possible in the form in which they appear in the drama, and to these selections are added such outside material as is necessary to give clearness and continuity to the story. The work has been done with care and discrimination, and will be a help to young people who desire to become intelligent readers of the great dramatist.



**Picture Study in Elementary Schools.** By Mrs. L. L. W. Wilson, Ph. D. Macmillan Company. New York. Prices 90 cents and 35 cents.

It is very encouraging for future æsthetic growth in this country that such a set of books can be put into the hands of the youth in our public schools. There are two volumes in each set, those for primary grades containing fifty and those for grammar grades forty pictures. Each pupil's book has an accompanying Teachers' Manual containing a brief biography of each artist, reading references and suggestions as to the method to be pursued in studying each picture. The books are arranged to give a few examples from the various schools of painting, selecting those suited to the time of year in which they are to be studied. It is to be regretted that some of the finest of them lose their chief charm when reproduced in black and white. Opposite each picture in the pupils' edition is a selection from some author germane to the subject of the picture.

To familiarize children with such works of art as these is to hasten the day when even in the poorest homes no such caricatures of adornment shall be exhibited as gilded milking stools, artificial or wax bouquets and decalcomania decorations. Until color work can be cheaply and artistically done no better set of books than these of Mrs. Wilson's for such a high purpose can be put into our schools.



**Sunday Afternoons for the Children.** A Mother Book. By E. Frances Soule. Fords, Howard and Hulbert, publishers. New York. 162 pp. Price.

To mothers earnestly desiring to make the Sundays bright spots in the lives of their children the suggestions in this little book by Mrs. Soule will be a great help. She

shows how games, blocks, pictures, sewing-cards, letters and such week-day playthings may be used to teach little children Bible lessons and spiritual truths, and how unconsciously they may become familiar with Biblical thoughts, literature and geography by a very small expenditure of money and a somewhat larger expenditure of time and effort on the part of the mother. The author's idea is that the Sabbath was made for children and not children for the Sabbath.



**Geschichten vom Rhein.** By Menco Stern. Cloth, 12mo, 272 pages. Price, 85 cents. American Book Company, New York, Cincinnati, Chicago.

This book of descriptive stories provides interesting material for German reading, conversation and composition. The descriptions begin with the sources of the Rhine and follow the course of the river to its mouths, making a continuous story. Through them the student has ample opportunity to become acquainted with many geographical, historical, and literary facts and to have his interest awakened in German traditions and customs. These stories in manuscript have already been tested in classes and have proved very attractive and instructive. The book is provided with a full vocabulary for school use.



**One Year of Sunday School Lessons for Young Children. A Manual for Parents and Teachers.** By Florence U. Palmer. Macmillan & Co., Publishers, New York. 226 pp. Price, \$1.00.

There is no department of education in which there is a broader field for child-study work than in the religious training of children. Every thoughtful mother and Sunday-school worker has many times longed for something to guide her in making Bible lessons attractive and interesting to her children. One of the most suggestive and helpful books thus far presented on this subject is the one mentioned above. The lessons may be taken up at any time, as each one is complete by itself, without necessary reference to that preceding or following, though this fact does not interfere with the continuity of the outline. Its method of use is clearly described in the introductory chapter. The Bible references are carefully selected, and the stories suited to the capacity of the child. The illustrations are good—a marvelous improvement upon the gorgeously

colored caricatures of Bible scenes and characters, which are commonly given out in most Sunday schools on cards containing the lesson for the succeeding Sabbath. The most recent kindergarten ideas are followed in the work suggested for each week. It is entirely undenominational and will be very valuable to any mother who prefers to teach her children at home.



**One Thousand Mythological Characters Briefly Described.** Edited by Edward S. Ellis, M. A. Hinds & Noble, Publishers, New York City.

This handy little volume is complete and accurate, and will be a valuable possession not only to pupils of high-schools and academies, but to that large contingent who often need a brief explanation of mythological names and terms such as are continually to be found in every publication one picks up, from the daily newspaper to the publication of an art catalogue. Not only Greek and Roman, but the more common Norse, Indian and Egyptian names are contained in it. The illustrations are few but excellent, the binding neat, and the size convenient.



**Of Such Is the Kingdom.** By Clara Vawter. Illustrated by Will Vawter. Bowen-Merrill Co., Publishers. 192 pp.

Any publisher might well be proud to issue such a volume from his press. No more completely artistic book for children has ever come under our notice, whether one examines it for literary merit, artistic illustration or mechanical finish. The stories are gems in their way, especially that of "The Christmas Turkey," and "How Annetta was Cured." The adult will find an exquisite sentiment and pathos in them which the little children for whom they are more particularly written will unconsciously miss. The title may be misleading, for the tales and bits of verse are very far from the stock material of Sunday school literature. The ethical effect of such stories as these is much deeper and farther-reaching than volumes of the mawkish sentimentality of namby-pamby Sunday-school books. The illustrations, consisting of both washed drawings and pen-and-ink sketches, are daintily dotted about on every page, and are equal in merit to the text which they so aptly picture.

**Songs of All Lands.** By W. S. B. Matthews, author of "How to Understand Music" and a "A Popular History of Music," editor of *Music Magazine*, and of many music text-books. Boards, quarto, 157 pages. Price, 50 cents. American Book Company, New York, Cincinnati, Chicago.

This book will prove extremely popular for at least three reasons:

*First.*—It forms the most extensive collection yet made of our own national songs together with the soul-stirring folk-songs of other nations.

*Second.*—With a population so diverse as our own, yet as a people with the same deep-rooted patriotism, the patriotic spirit so actively alive, not one fraction of our cosmopolitan population but will find delight in this book.

*Third.*—The book is compiled by a man not only eminent as a musical critic but also as an educator, and consequently the pedagogical merit of the volume is much in evidence.

\* \* \*

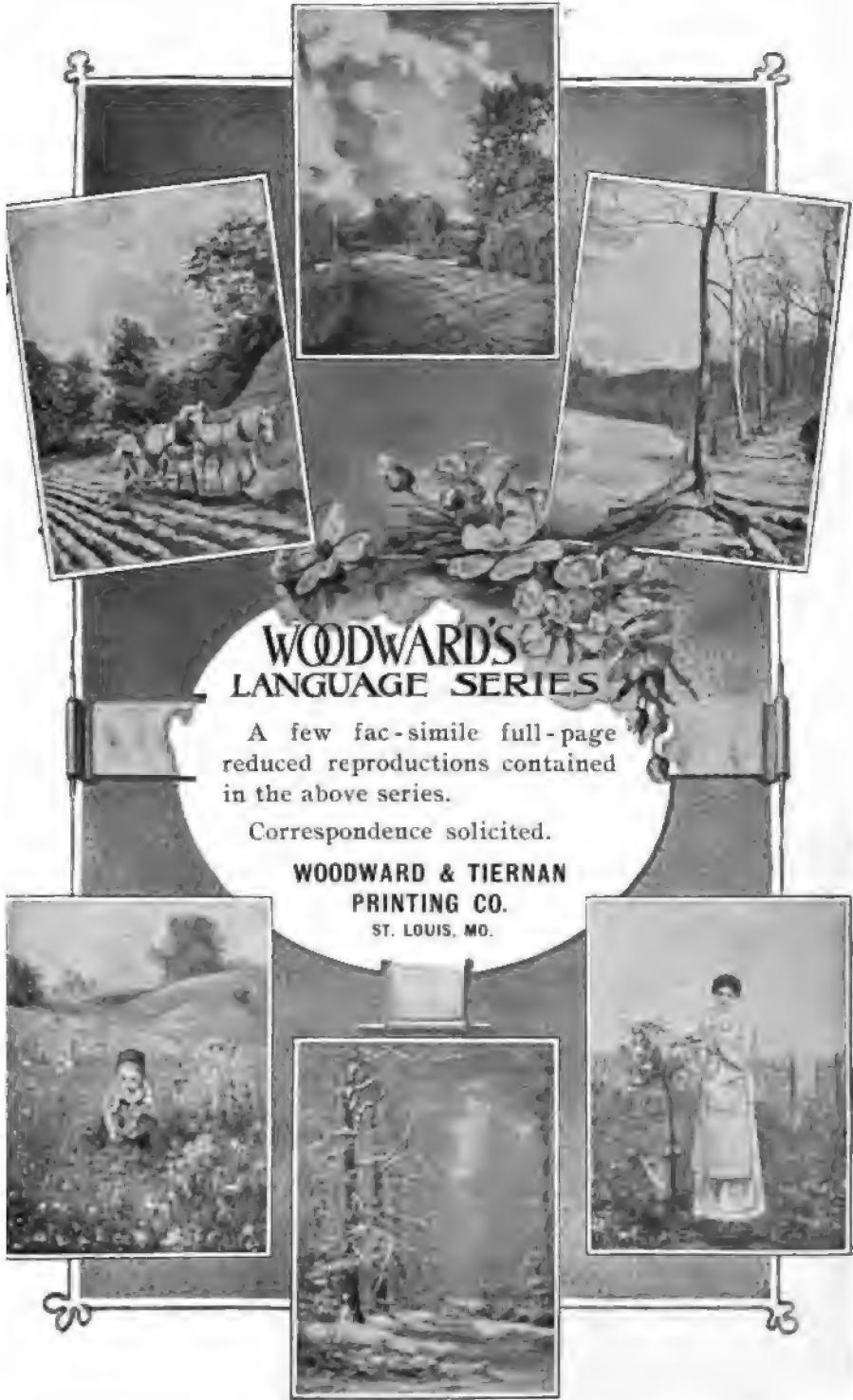
#### CHILDREN WHO WORK OUT OF SCHOOL.

The education department of London has recently published a report giving particulars as to the hours of labor and nature of employment of children who are compelled to work in the morning before school, in the evening after school, and during the midday recess. The disclosures have been so startling as to arouse indignation. It has been found that hundreds of boys are, by their work at the delivery of milk, the selling of newspapers, the running of errands, etc., committed to over forty hours of labor per week.

These boys, many of whom are compelled to begin work at three o'clock in the morning, carry on their studies under the greatest strain. During the afternoon session they are so sleepy that they had much better be away from school altogether.—*School Journal*.

\* \* \*

My grandmother sent me to school, but I looked at the master, and saw that he was a smooth, round ferule, or an improper noun, or a vulgar fraction, and refused to obey him; or he was a piece of string, a rag, a willow-wand, and I had a contemptuous pity. But one was a well of cool, deep water, and looking suddenly in, one day, I saw the stars. That one gave me all my schooling.—*George William Curtis.*



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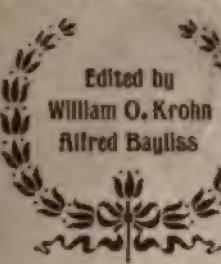
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# THE CHILD-STUDY MONTHLY

APRIL, 1900  
Vol. V No. 10



Edited by  
William O. Krohn  
Alfred Bayliss

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On the Punishment of Children.  
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Two Lullabies (Poem).  
A Story of One Child.

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# The Child-Study Monthly

*A Magazine devoted to Child-Study, especially in those departments that have direct bearing upon the practical problems contained in the education of the child.*

**MONTHLY, EXCEPT JULY AND AUGUST.**

**EDITORS:**

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# The Child-Study Monthly

EDITED BY

WILLIAM O. KROHN AND ALFRED BAYLISS.

Vol. V.

APRIL, 1900.

No. 10

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## EDITORIAL.

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### TEXT BOOKS ON ALCOHOL.

THE evils of teaching in the public schools the effects of alcohol upon the human system, and the responsibility of the Woman's Christian Temperance Union for the existing laws requiring such instruction, was one of the subjects discussed recently by the department of superintendence of the National Educational Association.

#### TEACHING NOT SCIENTIFIC.

Professor Atwater spoke in part as follows: "If the teaching in the schools does not tally with the most reliable conclusions from scientific observation and experiment, if what is taught as truth is half the truth, or partial untruth, if a rule of conduct is based upon an unsound theory, if an attempt is made to improve the morals of the men of the future by a wrong teaching of the boys of to-day, that educational policy is pedagogically and ethically wrong, and ought to be altered.

"The object of school physiology is to oppose an enormous evil, and to teach our youth to resist the evil. The purpose is most worthy; the trouble is in the method. The evil being clearly defined, a doctrine is formed to meet it, and evidence is sought to sustain the doctrine. Whatever

can be found in its favor is exaggerated; whatever opposes it is ignored and denied.

SEES TWOFOLD INJURY.

"The injury done by such teaching is twofold. The boy learns later that he has been mistaught, and loses faith in the whole teaching, so that the effect is to undo much of the good the teaching is intended to do. Furthermore, and what is worse, the result must be to impress upon the pupil the idea that deception is allowable in a good cause. This is undermining the foundations of morality."

AGREE WITH PROFESSOR ATWATER.

The sentiments of the speakers were almost entirely in accord with Professor Atwater. Nearly all of them believed that the text books on alcohol were an unscientific, unpedagogical, and hypocritical abomination.

THE CHILD-STUDY MONTHLY is not prepared to indorse the statements that the teaching is unscientific or unpedagogical, and it does not believe that it is hypocritical; but it does believe that the method defeats the purpose. Nothing could be wiser than to teach children that the use of alcohol and tobacco is an abomination, but nothing could be more unwise than to attempt to impress this upon them by "eternally harping upon it." We have heard young people express a profound sense of relief on the 22d of February that they were through school, and could no longer be compelled to listen to eulogies of Washington, Lincoln, and other patriots. Yet this is something that comes but once each year. Judge, then, how utterly nauseated they must become from hearing the effects of stimuli "for not less than four lessons a week, for ten or more weeks," during six years of school life.



"Mamma," said four-year-old Willie, "that mean little Smith girl called me a monkey to-day." "Then what happened?" asked his mother. "Well," replied Willie, "you see I couldn't slap a girl, so I gave another little girl half of my candy to scratch her."

## CHILDREN'S LITERATURE.

PRESIDENT ELIOT of Harvard, in an address before the Brooklyn Institute last fall, said: "There is another part of every child's environment with which he should early begin to make acquaintance—namely, the human part. The story of the human race should gradually be conveyed to the child's mind from the time he begins to read with pleasure. The story should be conveyed quite as much through biography as through history; and with the description of facts and real events should be entwined charming and uplifting products of the imagination. I cannot but think, however, that the wholly desirable imaginative literature for children remains, in large measure, to be written. The mythologies, Old Testament stories, fairy tales and historical romances on which we are accustomed to feed the childish mind contain a great deal that is perverse, barbarous, or trivial; and to this infiltration into children's minds, generation after generation, of immoral, cruel or foolish ideas is probably to be attributed in part the slow ethical progress of the race. The common justification of our practice is that children do not apprehend the evil in the mental pictures with which we so rashly supply them. But what should we think of a mother who gave her child dirty milk or porridge on the theory that the child would not assimilate the dirt? Should we be less careful of mental and moral food-materials?" While this statement of President Eliot with reference to the scarcity of good literature for children has unquestionably been true up to within a very few years, it is equally true that one of the most practical results of the recent child-study agitation has been the raising of a new and much higher standard of children's books, and every year sees published a larger number of juvenile stories, the pure and healthy influence of which can not be doubted. Some of these books I shall have occasion to mention later.

The first literature with which most children's ears become familiar is that of the song, by which they are soothed to sleep, and the mother herself to quiet. At this age not words or ideas but form is the essential element. Rhythm, a recurrence of measured accent, is the source of pleasure. No doubt this is the form of pleasure, too, which the small boy derives from running a stick along a picket fence. The baby delights in jingles, nonsense rhymes and Mother Goose melodies. Neither logic nor sense is necessary to these songs, but only the harmonious, measured accent. One mother urges the substitution of real poetry for the senseless songs used in childish years. She says it is impossible to begin too early to recite poems to a child. The swing of the lines, the sound of the words will give the necessary rhythmic movement and a child in its cradle may begin its literary education by familiarity with selections from Tennyson, Longfellow, Shakespeare and others. While every mother may not have these poets at her tongue's end, some of the simplest and most musical are easy to acquire while one is dish-washing or sewing, and well repay the trouble. In place of the jingling rhymes of Mother Goose why not try such melodious verses as "The Rain in Summer," "The Day is Done," "The Bridge," and "Hiawatha." Give the children Longfellow's lovely little songs, and add Whittier's "Barefoot Boy," Tennyson's "Sea Fairies" and "The Merman," Poe's "The Bells," Holmes' "The Opening of the Piano," Aldrich's "Baby Bell," the nature descriptions in the introductions to both parts of Lowell's "Sir Launfal" and Stevenson's "Windy Nights," "My Kingdom" and "Night and Day." "So may you satisfy not only the ear but, mayhap, the soul for music that, if nature be nature, must dwell in every little child." For more lively entertainment I would suggest the "Finger Plays" by Emilie Poulsson. They are based on kindergarten principles and the book contains both words and music. I do not mean to banish Mother Goose altogether, but a diet of that estimable lady for breakfast, din-

ner and supper is rather a surfeit, and the songs of Miss Pousson are equally delightful to children. Everyone knows the entertainment a baby finds in playing with its fingers and toes.

It is but a short time, however, before the active mind of the child craves something to fill its growing fancy and imagination. Stories are called for which must relate events, tell of people and animals; things must happen. The mother who has little imagination or out of whom the duties and hard experiences of life have driven the poetic element, is at a loss how to satisfy this growing appetite. Many mothers are unable to supply the want at all, either from ignorance or carelessness, and allow the little developing minds to feed on anything that may chance in their way—the goblin tales or ignorant superstitions of nurse or servant, or the weak, trivial stories of children's papers and books, especially those published for Sunday-school use. For this demand of the brain for food will be met by the child in some way, and if the best is not furnished, it will feed on the refuse, the filth often, of vulgar and uncultured minds. There are few mothers who cannot procure some of the inexpensive books which contain good mental food, prepared in healthful fashion for children's intellectual digestion. It may not be necessary to buy at all. Let mothers read, or tell in their own words, where they find the rhythm and music of the lines do not of themselves hold the attention, such stories as are found in "Hiawatha," "Tales of a Wayside Inn," "Lady of the Lake," and "Lars Porsena." All these and many more of equal value may be given to the child before he reaches school age.

But it is literature for children of six years and upwards that has received the greatest attention within the last few years. It is coming more and more to be realized how much importance attaches to the understanding of children during these years—understanding not only the body and its needs, but the mind and its needs, its capacities, and its development. We have yet to learn what are the most

potent influences which make for human usefulness at this period. All educators are agreed that the love and enjoyment of English literature are among the strongest factors in character-building. I quote the following from a report of the Mothers' Congress held last spring in Brooklyn: "The literature for children and the government of children aroused the most interesting discussions. Naturally the introduction of literature to children was treated from the home side. Stress was laid on the fact, which parents are slow to recognize, that it is the literature of the home and the conversation in the home which form the child's taste; that no amount of good teaching can overcome carelessness, indifference or the results of the wrong-doing of those parents who pay no attention to what their children read, to the language they use, or to the literature which lies freely about the house."

Twenty-five years ago, when I was a child, we used to depend on school readers, books borrowed from other children, and mostly on Sunday-school books, for our home reading. My greatest delight was to get a book and steal to my favorite spot in the branches of an apple tree where no one would think of looking for me, leaving the housework to my older and long-suffering sister. Among the mass of trash which I read in this way, not the least pernicious do I count the contents of the two Sunday-school libraries to which I had access. I deplore Sunday-school libraries as they used to be—and as the great majority are now—selected and managed. Many of the children's books which they contain are—to quote Hamilton Mabie—"a sin to put into the hands of those who depend on the taste and judgment of their elders—a sin against a child's intelligence, growth and character." The president of the New York Teachers' College, in a book on Sunday-school work, which I would like to put into the hands of all Sunday-school teachers, says: "A friend of the writer relates to the honor of his wise mother that when he was a boy she did not make him promise not to smoke, chew, or play cards—probably

compassing these ends in some other way—but she did exert her influence to lead him not to read Sunday-school books. For this warning, he says, he has never ceased to be thankful." In an article on "Sunday-schools; their shortcomings and opportunities," the same writer says: "The besetting sin of religious teaching is, as everyone knows, the vice of inappropriate and impertinent moralizing. Every lesson, it is thought, must end with a moral, just as it used invariably to begin with the time-honored question, 'What was the subject of our last lesson?' And there are signs that it is still commonly believed that the more morals you can extract from a single passage the better." It is the principle of the old commentators who seemed to think you don't learn unless you know you learn, and know what you learn, and can say it in terms, and that whether you have learned or not is of less importance than to be able to state what you ought to learn or have learned. In these days, however, it is counted a mark of pedagogical good breeding not to display in the presence of children morals that are insufficiently clothed in their proper habiliments of imagery and human interest. As for Sunday-school papers, after carefully examining a few of those counted the best, I have felt obliged to substitute something else for my children's Sunday afternoon reading, and this not only because of the "pious" and often silly quality of the reading matter, but because of the wretched character and execution of the pictures, and, not least, the too fine type in which they are printed. Professor Cattell of Columbia University has recently said: "Type should not be less than 1.5 mm. in height, and should be leaded." He gives the relative legibility of the small letters, and adds: "Thus some of the letters most frequently used are among the most illegible. The letters used in printing were developed from those used in writing, and these were evolved in accordance with the convenience of the writer, not for the advantage of the reader. Now that we write chiefly with the printing press, it is absurd to retain symbols whose

legibility would be greatly improved by a slight modification."

The years which are spent on such reading as this are those in which the mind is most open to all influences, both bad and good, when the emotions are most easily stirred, and thoughts are dropped deep down into the heart to sprout and grow, and bear fruit after their kind. In proof of the fruit born of evil literature note that hardly a week passes that the journals of our large cities do not relate the daring attempts of young boys to carry out some plan of burglary, train-wrecking, or what not, conceived during the reading of sensational stories.

These are the years when the child should have access to the very best that can be obtained and not put off with cheap stories—cheap in character, I mean, just to "keep them out of mischief," as if the mental taste, being thus acquired, was of less consequence than soiled clothes or torn jacket or apron. Even very young children appreciate the best pictures and stories. My own boy and girl at the ages of five and six selected their favorite pictures from an album of reproductions of the works of Bonheur, Leighton, Millet, Bougereau and other famous painters, while Kingsley's "Water Babies" was most frequently chosen for me to read from at our evening hour together.

Books do not have to be written down for children—that is, they need not be childish. The Arabian Nights, Don Quixote, Robinson Crusoe were not written originally for children. Our great world stories, myth, tradition, epic and fairy tale are of use to childhood, not merely because of their direct teaching, but because they belong to the good delights of life, and these are among the best formative influences. My very first recollection of reading at all is when I was about seven years old. We owned large bound copies of Gleason's *Pictorial Magazine*, too large for me to handle, and I can see myself now lying flat on the floor, head on my hands, feet sprawling about, utterly absorbed in the stories of Greek gods and goddesses which occupied

a column or two of each number—not written for children, however—and containing, I presume, quite as many words that I did not understand as of those within my vocabulary. But the spirit of it, that far-off, vague grandeur of a different life, fascinated me. Now-a-days, these same stories are published in such attractive form, and with such high-grade illustrations, that it is a pleasure even to a child that can not read to look at the pictures. These stories of the gods of the early races appeal to children with their splendid figures, the abundant incidents, their heroism, and poetry. They were not manufactured for young people; they grew, and below the surface one reads the story of the childhood of the race. They appeal to the imagination at an age when imagination is strongest, and demands food, and they also contain "those elements of culture which are the very stuff of which the widest and deepest education is made." Another class of literature suitable to these years is that which inculcates patriotism and hero-worship. No more healthful and helpful influence could be brought to bear upon our school children than is done by the study of the lives of great men. And I would not confine the interest to those of our own country, to Washington, Lincoln and Franklin. Give them the *Iliad* and *Odyssey*. See if they do not drink in with equal delight the story of Achilles, who, though strong and brave, could control his temper, and put up his sword at the command of Pallas Athene; of Hector, who left wife and baby to defend his country; of Ulysses, and his wanderings in search of home and fatherland. Grand and helpful is mythology when we read and study it, "not as facts, but as the far-off voice of nations calling after God." The stories of Hercules, Mercury, Circe, show in the crude form of a child-race that man must master creation, nature must serve him, and transfer him from place to place with little hindrance. Teach them history at this age by the lives of those men who have made history—such men as Alfred the Great,

Richard the Lion-Hearted, and Admiral Nelson; as Massasoit, Daniel Boone, Audubon and Dr. Kane. To stimulate outdoor life and observation read to them (or have them read to you when your hands and eyes are busy) stories of plant, bird and animal life, "First Year Nature Reader," "Plants and their Children," "Short Stories of our Shy Neighbors," and a score of others I could mention. To give them an idea of the growth and continuity of the race, and the different life of other nations, provide them with "Seven Little Sisters," "Ten Boys," Carpenter's books describing life in Asia, South America, and our own continent, and many more. These books are many of them published in inexpensive form as supplementary readers for schools, and while none of us can buy them all, such a scheme as that now adopted in many cities, known as the Children's Home Library Movement, or the purchase of this class of books for our public library, would put a large number of such valuable books in the hands of children who would read them with greater eagerness than they do "Dotty Dimple" or "Flaxie Frizzle." Why not buy such books as Christmas presents, instead of "Elsie Dinsmore," with her numerous catalogue of descendants, and the endless array of impossible heroes begotten by Horatio Alger and Oliver Optic? Governor Roosevelt says: "I'll tell you what books did a great deal to influence me in my youth—those of Mayne Reid. They stirred me more than any other books I read. They were popular when I was a boy, and I read them all. They put a premium on manliness and courage." The following is a list made out by a boy—not what he should read, but what he enjoyed reading: "The American Boy's Hand-Book," "The Young Folk's Cyclo-pedia," "Tom Brown at Rugby," "The Merry Adventures of Robin Hood," "The Swiss Family Robinson," "Through the Looking Glass," "Robinson Crusoe," "The Nine Worlds," "The Adventures of Ulysses," "Three Children of Galilee." Among the few books which my boy at the

age of nine read and still rereads at intervals are "Tom Benton's Luck," "The Boys of Old Monmouth," The Fur Seal's Tooth," "Snow Shoes and Sledges," and Hugo's famous masterpiece, edited under the title of "Jean Valjean," by that student of child life, Miss Sara E. Wietse.

But we have not yet reached the real reading age of children. "The minimum amount of reading is done between the ages of eleven and twelve years, and the maximum amount of reading between the sixth and eighth grades, the boys and girls in these grades averaging fourteen years. After this time the increased demands of school work, no doubt, explain the falling off in this respect. The child who reads, who loves books, is dependent certainly for the first fourteen years of his life on the kind of books he is permitted to read. If worthless books are kept out of his reach, and only masterpieces of his own tongue given to him, with such of the current literature as is strong, and free from false presentations of great life-truths, that child can be safely trusted after fourteen years of age to select only good books, for bad books are rarely written in good language. The language that a child finds in a book becomes to it just what music becomes to a music lover, to whom a discord is an offense, a spiritual offense from which he cannot recover, and against which he constantly rebels." This from Professor Russell of Teachers' College, New York, who is also authority for the following statements:

Before fourteen years of age the child who knows books at all reads everything that he can reach. After that period a close study reveals a choice in the kind of reading; some children settle down at once to one class of reading. The papers and magazines taken in our homes should be carefully selected. The value of a good library was clearly shown by a list of books read by children in two Western cities. In one city there is no library and the pupils, for the most part, borrow their books. This is a list of the books read by one seventh-grade boy: "Peck's Bad Boy," "Diamond Dick," "Buffalo Bill," "Jesse James"

and "Wandering Billy." A twelve-year-old girl who was provided with books at home had read: "The Outlaw's Bride," "Against Fate," "The Beautiful Wretch," "What Love Will Do," "Mona's Choice," and "One Life, One Love." The public library usually regulates the quality of the books circulated in a community, and is a positive factor in the intellectual development of the people. Where no library exists, there is no guiding, and yellow-covered literature circulates to the detriment of the taste if not of the morals, of the children. Ninety-five per cent of the boys who read prefer adventure, and seventy-five per cent of the girls love-stories; therefore it is the part of wisdom for the teacher and the librarian to provide the girls and boys of this age with what they will read, but give them the best of that class—the best books of adventure and the purest love stories. Keep away from them namby-pamby substitutes for adventure and vicious misrepresentations of the soul's deepest emotions.

From my own experience I can corroborate the statement as to the age at which a girl devours the greatest quantity of books. Ever since I was fourteen I have kept an accurate list of all the books I have read and the first record, those read the year I entered the high school numbered 200 books. In looking over the list I find a few histories and books of essays, some volumes of poetry, and a large number of stories of adventure, of which to this day I am inordinately fond; but the great majority, of course, were novels, and included one or two of Thackeray and Dickens, very many of Scott, but more of such trash as Mary J. Holmes, and "The Duchess." But that the list is not as bad as it might have been I conclude from the fact there was but one of which I was ashamed. That made such an impression on me that to this day, while all the rest are fortunately forgotten, the name and some details of the story—the improper ones, naturally—still come to mind. My parents never saw this book, for I read it only in secret. I advised the girl who lent it to me to burn it up,

though I hadn't the grace to lay it down until finished, even when my conscience told me it was not fit to read. I can only console myself for the wasted hours of that year and, to a less degree because of increased school work, the few following years, by a paragraph which recently came under my eye. It may possibly serve to comfort some of you who may have been guilty of similar foolishness. It is taken from a paper on "The Novel," by Mrs. Chadwick, read before this same Brooklyn Institute from whose addresses I have so often quoted. She says: "Growing children have mentally as well as physically an immense storage capacity. There seems a necessity for a great amount of provision which shall become waste material—taken in and thrown off—somehow helping in the building, yet leaving no conscious trace. If we look at this fairly we shall not incline to the dogmatism of discarding all literature which seems to be temporary." She mentions some of this class which she herself read, and adds: "And yet we survived it with some sort of mental brace." She recommends William Black as good "waste material."

I want to say a word about one class of stories which should not be put into children's hands—such as tell of the wonderful achievements of very young persons, either in the physical or intellectual realm. Such stories are not confined, I am sorry to say, to books in yellow covers or those sold on railroad trains. If they were it would be easier to eliminate the evil. But many authors of relatively good standing are among those who contribute to this class of writing, while Sunday-school libraries usually contain a goodly number of such works. For example, a girl of ten and her younger brother, having heard a most dismal discussion relative to the future outlook of the family, the father having temporarily lost his position, started off by themselves for the drainage canal to seek a fortune. They had read that gold had been found among the diggings of the canal and their sympathetic hearts were moved to do something to help. After a long search by the whole com-

munity they were found. Such stories tell only of the wonderful deeds accomplished by children, and say nothing of the wrong thus done or the distress occasioned the parents. If some of the time spent in putting extra ruffles on children's clothes could be spent in reading to them or talking with them about what they are reading, many false ideas gained by children could be explained by those of mature judgment, and a bond of sympathy and good fellowship would be established between parents and children which would mean much for the future companionship of both. We find the hour between supper and bedtime suits us best as apt to be less interrupted than any other, and we all three find such enjoyment in the children's books we read that it is a rare interruption which sets it aside. Sometimes, however, we substitute games for books. The tendency with us is too great a proportion of reading time. My opinion, based on four years' experience of reading with children, is that a good book for children is equally interesting to adults. Who, young or old, fails to enjoy Captain January, Jackanapes, or Mrs. Burnett's child stories? It was a real temptation to me to read between times when we had once begun Kipling's "Jungle Book."

I would also plead for books containing only good English. A child who not only hears at home but reads in the conversation of his books such phrases as "I ain't," "He don't," and "We hadn't ought," can hardly see much use in the teaching of good English in the schoolroom, and most certainly will never take the trouble to practice it outside of there. It is a fact often commented on by our more careful English neighbors across the water, that the well-educated people of this country talk no better English than the servant class in their country. So far as my own experience goes in talking with English people abroad I find this true. As for our own carelessness in this respect you may prove it at the next reception or public gathering which you attend.

The recent agitation in this city of the question of Eng-

lish and spelling recalls a reply given by my boy some time ago when corrected for the thousandth time (or more) for saying "ain't": "I don't see why you are so particular! Everybody says 'ain't.' Teacher always says it."

HARRIET BROCKWAY.



#### A CHILD'S CONCEPTION OF AN ANGEL.

"Now, Ethel, my girl, be as good as you can,  
Be a nice little woman as Fred is a man;  
Then you'll be an angel with beautiful wings  
And soar upon high among heavenly things."

Day by day she grew contrary—  
Broke the dishes, hid the bell,  
Struck the baby in the cradle,  
Threw the kitten in the well.

"Why, Ethel, my girl, what's the matter with you?  
Your papa and I hardly know what to do;  
What makes you so naughty, what makes you so bad?  
You're the naughtiest girl we ever have had."

"I don't want to be an angel;  
I don't want a pair of wings—  
Wings, I know, when fastened on me  
Would be dreadful ugly things.

"And when I'd walk upon the street—  
Why, I'd rather have a lickin'  
Than to have the friends I'd meet,  
Sneer and say: 'Hello, chicken.'"

ELIHU BOWLES.

920 Louisiana Street, Lawrence, Kan.



The barefoot Christine Nilsson in remote Sweden had little chance, but she soon won the admiration of the world for her wondrous power of song combined with rare womanly grace.



There can be no doubt that the captains of industry to-day, using that term in its broadest sense, are men who began life as poor boys.—*Seth Low.*

## ON THE PUNISHMENT OF CHILDREN.

If there is one subject more than another to which mothers should give their most intelligent attention it is: "When and how to punish children," and that, of course, involves the equally important one of: "When and how *not* to punish children."

Punishments are one means of converting children from naughtiness to goodness. An ideal punishment is one that makes the offender so realize his offense as to prohibit his repeating it. In order to punish children effectively one must study their activities, devise ways and means beforehand and act promptly. Watch the children, unobserved, during the day while they are at play or whatever they are doing. Notice how they react habitually on any given stimulus. See how far their actions are purely reflex and under what conditions they become less automatic and more voluntary. You will discover that only in very young babies do the purely automatic actions exist to any extent.

Distinguish between acts arising from instinct and self-preserved impulses, and acts arising from deliberate willing. Acts of the former class are not of themselves wrong and only become so when perverted or abused. It is the parents' duty to watch these impulses and to present, as far as possible, conditions most favorable to their proper development. When it is clear, however, that an act which is harmful in its results, is the outcome of either perverted impulse or deliberate will to do harm, it should be speedily and, in the latter case, severely punished.

The more I study children the more firmly I believe that the majority of actions of early childhood are due to impulse. It is the history of mankind that impulses cannot effectually be suppressed; they can only be turned into different channels. Gratified impulses leave one of two experiences—either pleasure or pain. Those which uniformly produce pain will expend themselves on other

objects. All children grasp at objects which attract them. This impulse is physically and mentally developing and should be encouraged within proper limits.

Herbert Spencer goes so far as to advise allowing a child who grasps at a lighted candle to actually feel the pain of contact, taking care that no serious harm results. The effect will probably be that the child will never repeat the act. The impulse may arise at the sight of the candle, but the memory of the burn will intervene so quickly that the impulse will be stayed. On the other hand, a child who has been denied the gratification of such impulse while in the care of others, may some time, when unprotected, yield to the impulse with disastrous consequences. I often think the best way to cure a perverted desire is to give it gratification and let the bitter experience work its own cure. I say this advisedly, knowing the danger that lies in following such a theory. It is only when children refuse to listen to the warnings of past experience and deliberately indulge the present desire in spite of knowing better, they can be called naughty.

One well-known, intelligence-developing impulse is to pull objects apart. By so doing they discover what can be done with them and of what they are made. Why punish a child for indulging these natural propensities? Our educated, grown-up scientists are as ruthless in destroying plants and dissecting animals in the interest of botany, physiology, chemistry, etc., and we do not condemn them. In the former case we have the untaught instinct; in the latter we have the outgrowth of it in the shape of intelligent desire to investigate scientific facts. How many mothers will punish a child who has gotten a fine book and has torn it, while she allows the same child to tear one of which she has tired, without rebuke. It is not the child who is at fault but the mother for leaving the good book where the child could reach it. The child cannot discriminate between the value of the books and knows not why he is at fault in one case and not in the other. Consequently he

learns to look on punishment, not as the result of violating certain laws but rather as the result of accident, a most deplorable perversion of moral perception.

If punishment is to be of any moral value it must be as nearly as possible the direct reflex of the particular action and also, as nearly as possible, an invariable reflex, even as ill-health is the direct and sure outcome of a violation of the laws of physiology and hygiene. This fact must be borne in mind in devising punishments for children, and let me add a word as to the time for such consideration. It should not be, as is frequently the case, at the time of the offense, but rather during the hours of rest and quiet that come to all at some time during the twenty-four when the mind is comparatively free from worry and rush, and the body in a corresponding condition. No matters of such import should be considered when the mind is under high excitement or passion, as these prevent the judgment and reason from working to best advantage. During such times it is well to devise ways of correcting certain offenses which are likely to be committed.

Thus, "Suppose my little son does so-and-so, what shall I do to punish him?" Consider his motive for the act and its result. Now, what will best enable him to see the harm of this particular act, for the child must be made to see an unpleasant result of any course before he will voluntarily give it up. The more immediate and unpleasant this result is, the quicker will he cease to commit the offense.

All moral growth proceeds from the perception of what is disagreeable and impolitic to what is agreeable and politic; from what is blamed to what is praised, from what is self-condemned to what gives self-satisfaction, until the final stage is reached where a person will shun a certain act for the highest moral reason, aside from other considerations, simply because it is not right. It takes most of us from twenty to fifty years to attain such moral stature and some of us never reach it at all. High moral principles cannot govern a child's conduct while yet he is very young

for he cannot comprehend them. Such abstract notions as "truth for truth's sake," and abhorrence of falsehood aside from political considerations, the love of righteousness irrespective of the social good that comes from righteousness—these are an aftergrowth and will be strong and binding as the foundation has been well laid.

There is one point I should like to mention right here, and that is that one of the best ways to "cure" a fault is to prevent it beforehand if you can by removing as far as possible all temptation. Remember that "Lead us not into temptation" is as important as "Deliver us from evil" and comes before it.

One very important factor in punishing children is to let the punishment follow the offense as immediately as possible. The closer the contiguity in time the stronger will the child's memory of the punishment be. Children's memories are weak and their reasoning ability is not sufficiently developed to have them see the value of a punishment that follows at a long distance. Never threaten a punishment and forget or neglect to perform it. You will surely lose children's respect if you do.

If a child scatters his toys in forbidden places, make him pick them up himself. If he is careless and breaks his toys, refuse to get him new ones. Make him play with the old ones until he is more careful. If he is, through his own fault, tardy, do not wait for him but make him forfeit the pleasure for which he was late. These last are but a few hints on how to let the offense carry its own punishment.

And now one last word. We all love our children; let us not be afraid to show it to them. While we must punish, must blame, must inflict pain at times, let us do it so that our children will not look upon us as primarily a judge or punisher, but first and last and always as a kind, just, considerate, loving guardian, whose dearest hopes and interests are the frail little ones whom we have to care for.

Let us so treat them that whatever we may do they will

never doubt our love and courage and sincerity. Let us deserve their confidence and respect by being what we would have them to be.

\* \* \*

#### SCHOOL DOCTORS.

The magistrate of Koenigsberg requested the appointment of ten physicians with a pay of 600 marks annually. It shall be the duty of these physicians to look after the health of the school-children and to advise and lecture the teachers on all questions of hygiene. Pupils shall, as soon as possible after enrollment, be examined as to their health and physical condition. The doctor shall decide as to whether or not a pupil ought to be excused from any part of the school curriculum (such as gymnastics, singing, etc.), and if any one seat is more desirable than another (as in case of deafness or nearsightedness). Each child shall be furnished with a written or printed report as to its health and this report must accompany the pupil from one year's class to the next. The doctor is required to meet the pupils at stated intervals and in all suspicious cases a rigid examination must follow. The school-doctor shall not be required to treat the sick children, but he must send them to their parents with a note explaining the nature of the illness. The school-principal, the building inspector and the doctor shall inspect each school building twice a year and shall pay especial attention to the lighting, heating and ventilating of the rooms.

\* \* \*

Flossie, aged 4, accompanied her mother on a shopping expedition one afternoon, and stopping in front of a candy store, she exclaimed: "Oh, mamma, let's go in and buy some chocolate drops!" "No, dear," replied her mother, "we must save our money for something better." "But, mamma," persisted Flossie, "I don't believe we will ever find anything better."

**"THEY SHALL ENTER THROUGH THE GATES INTO  
THE CITY."**

The long, dull noises of the night—  
The city's heavy breath—  
Lamplight, upon the silent threshold, where  
Life parts from death.  
Who comes, a-knocking, at the time-worn gate?  
O, sweet adventurer!  
'Twas seeking love that he went wandering,  
And the light led him here.

No stain of travel on him is.  
His soul's white garment seems  
To smell of myrrh, out of the ivory palaces  
Where visions dwell, and dreams.  
Thou little, trusting one!  
Who knocketh, knocketh, in the dark, alone,  
Where the dew falls, outside the city rife  
With danger, the great city, Life.

Ay, we may hold our breath,  
When feet like his draw near,  
And wish our life were lovelier—  
Yet know Love dwelleth here.  
Sweet, in this fevered sleep,  
What, think'st thou, wilt find?  
"I feel my own heart answer thine," he saith,  
"I know they will be kind."  
Come in, brave little heart!  
The city, which hath been  
These fifty centuries, gives thee her freedom—Take.  
Come in! Come in! Come in!

How shine thine eyes, to-night!  
Love, is the lamplight sweet?  
Swing, swing for him, ye lamps by which men think,  
Until his tireless feet  
Ye light, at last, unto the western gate  
Where many shining mornings rise and wait.  
O, some day, shall the lamplight make  
These wondering eyes of his to ache.  
His heart yearn after Love again—  
Glad heart, that shall not ask in vain.

Above yon mountain's crown  
Whence steals the morning down  
Across the lights of Life,  
Already they begin  
The welcome—"Child of Love,  
Come in! Come in!"

*Kansas City, Mo.*

**MORGAN GROTH.**

## CHICAGO FOURTH-GRADE CHILDREN'S IDEA OF MAN.

THE following excerpts are made from school compositions written by children in the fourth grade in one of the Chicago schools. The compositions grew out of some development work in geography on the races, civilization, man. The errors in spelling are respectfully referred to Trustee Schwab for consideration:

### I.

"A man is a big boy who is over twenty-one years and he wares long pance."

### II.

"Some say that men are tuffer then ladies. Men chew and smoke and ladies don't."

### III.

"A man that drinks much beer. Most allwase get sick."

### IV.

"He is very different from ladys. Man do not wear dresses they wear pance."

### V.

"Men are strong they are much stronger than women. They marry women to cook for them and men pay their rent for the house they live in."

### VI.

"Man lives in houses, and keep themselves warm with fire. Man marries and lives in families with children."

### VII.

#### MAN.

"A man lives in house and eats with with a knife & fork, he does not go like a animal he work in shops. And he marries ladies and has children They can read and write and talk sing and learn poems play on the piano and has eyes and nose mouth feet and no tail an animal has."

The same teacher reports the following, which well illus-

trates the fact that frequency of occurrence of what is ordinarily an unusual and "red-letter-day" event may deprive it of all novelty:

Homer was tardy and, when questioned as to cause, said that a new baby had just arrived. "My! that is nice, is it not?" "Naw," said Homer. "Wese had tree onct, two twict and one lots of times—a baby aint noting!"



If I were asked to name one product of vice and crime that would soonest touch the hearts of all good people, I would say a neglected child. Give me the child and the state may have the man. Every case of vagabondage has its root in some neglected child.—*Dr. W. T. Harris.*



The Rev. Cass Davis has a daughter, born three years ago in Sterling, Ill., who is very particular about saying her prayers before retiring each night. One evening last week her mother was detained from hearing her prayers at the usual hour, and little Louise waited patiently some time. Finally she climbed upon a chair, and, taking down the receiver of the telephone, shouted into it:

"Hello Central, dive me heaven. I want to say my prayers."



A poor colored woman in a log cabin in the South had three boys, who could afford only one pair of trousers for the three. She was so anxious to give them an education, that she sent them to school by turns. The teacher, a Northern girl, noticed that each boy came to school only one day out of three, and that all wore the same pantaloons. The poor mother educated her boys as best she could. One became a professor in a Southern college, another a physician, and the third a clergyman. What a lesson for boys who plead "no chance" as an excuse for wasted lives.

## TWO LULLABIES.

Peaceful, slow, to and fro,  
The wee papoose floats in the wind.  
Kind branches stoop,  
Their soft leaves droop  
To shield his face from moonlight ray.  
The soft breeze wafts gray clouds away,  
While cradle and breeze are just to his mind.

To and fro, to and fro,  
The wee papoose and his cradle go.  
The soft wind o'er lyres  
Of fairy choirs  
Sighs through the clear, star-lightened hours;  
Sweet incense rises from wild flowers,  
That in the shady dell up grow,  
While still the tree waves to and fro.  
The bees asleep lie in their hives;  
The owl with her weird hoot arrives,  
But the dusky babe sleeps as sweet  
As our bird in her nest complete,  
Where her mother bends o'er  
With her songs of folk lore,  
To coo and to croon, "The night will go soon,  
So sleep, pretty, sleep, till dawn angels peep."

Face pale or dusky, brown eyes or blue,  
Black locks or golden curls: With sunglints through  
Lace curtains, or the drapery of leaves,  
Nor cares the babe, nor hopes nor grieves.  
But each wean rests in slumber soft,  
Where breezes answer bird-calls oft,  
Or mother-voice croons her sweet lullaby,  
"Hush, pretty one, hush dear, thy mother's nigh."

To and fro, to and fro,  
Softly, lazily do they go.  
Rest and sleep, rest and sleep,  
Till the dawn's bright eyes peep.  
For the stars watch over each,  
And God's angels over-reach.  
Then sleep, my pretties, sleep  
Till dawn's bright angels peep.  
Fear thou no darksome ill,  
Life's angel's with thee still,  
Till ye sleep your long, last sleep,  
Whence the spirit shall forth-leap  
To its longed-for Hunting Ground,  
Or to be enwrapt around  
With melodious, full sound  
In the Heaven that beckons thee  
To fulfill eternity.

I. H. ROGERS.

123 Mill St., Watertown, N. Y.

## A STORY OF ONE CHILD.

FOR nearly three years I have closely watched the development of a little girl who has in that time passed from the third to the fifth grade. When she first came under my notice she was one of the sunniest and brightest—as far as temperament was concerned—children in the building. She has twice failed of promotion at the close of the half-year. This year her little sister started to school, entering the "I B" grade, finishing the year's work in a half year, and being promoted to the "I A" class, where she is accounted a very bright pupil who seems destined to go on taking grade after grade in the same easy fashion. I have seen the older child change gradually from the happy, smiling, sunny state that I had thought the outcome of an unusually happy nature, to something entirely different. She often seems depressed and gloomy; her manner has taken on something reckless and defiant at times, and I occasionally see on her face an expression of frightened sullenness. I have puzzled over the case a good deal. The change, I was sure, could not be wholly accounted for by her failure to pass, as she has never been an especially good student, or seemed to grieve over poor lessons, or low grades. I have had several conferences with her mother, who is a beautiful, brilliant woman of society, but who seems to have a deep concern for her children's welfare, and, it seemed to me, was trying to do her very best to bring about an improvement in this one. Lately I have thought I saw some hopeful indications. The half-yearly readjustment has brought about several changes, and she has seemed to be in an atmosphere better suited to her in some respects. However, she did not "pass." One day recently I met her mother on the street leading by the hand the brilliant six-year-old child, and I stopped to speak of the improvement in the older one. She heard what I had to say, and expressed her appreciation of it. "But,"

she added, "the fact remains that she didn't pass, and the worst thing about it is that she just says, 'Oh, well, I'll know it all the better if I go over it again,' and seems utterly indifferent. Why, if I had ever failed at school I should have died of mortification. Now, if she were like this child there wouldn't be any trouble. This child is so smart and bright that she learns everything, and knows more to-day about many things that —— ought to know than she ever will know." I am not sure that the light that dawned on me at that moment was the correct light in which to find a solution of the mystery—but I think it was, don't you? I recall now that the apparent decadence of the older child began almost simultaneously with the entry of her sister into school-life. What child would not become sullen, reckless, and obstinate, who was daily reminded of her own shortcomings, and contrasted unfavorably with a brother or sister? And on the other hand, what surer method could be taken to make a conceited little prig out of the younger child than to tell her to her face that she was incomparably smarter and brighter than her sister? Parents "wound the spirit of childhood" too often by unconsidered criticism in the presence of others, and most of all by that most inexcusable of all mistakes, contrasting one child's conduct and attainments with those of another. There is no hope for that child's being permanently reclaimed unless the mother sees her error, and begins an earnest work of trying to restore her self-esteem by judicious praise of her good qualities, and sympathetic, loving private discussion of her mistakes and failures with a view of aiding her in their correction.

MARGARET E. DENNIS.

*Richmond, Ind.*



Amazed at the brevity of little four-year-old Gracie's nap, her mother asked her why she had awakened so soon. "Why," replied Gracie, looking up in childish astonishment, "I slept all the sleep I had."

## **CLUB DEPARTMENT.**

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### **The Physical Side of Education.**

**T**HE following syllabus has been prepared by Dr. M. P. E. Groszmann, formerly of the Ethical Culture Schools, New York City, and now giving much stimulus to the educational life of Wisconsin, from his Milwaukee headquarters:

#### **I. RELATION OF BODY AND MIND.**

Health and disease. Eye, ear, nose, and throat defects. Infectious diseases. School physicians. The teacher's diagnosis. Discipline. Child-Study.

#### **II. HYGIENIC PRECAUTIONS.**

Sleep. Nutrition. Baths. Fatigue. School program. Schoolroom routine. Sedentary habits. Desks. Ventilation. Light. Shades. Boards, etc.

#### **III. PROMOTIONS.**

Physical causes of dullness and precocity.

#### **IV. GROWTH PERIODS.**

Consideration of what must be avoided, and what must be stimulated and exercised. Differentiation in boys and girls.

#### **V. PHYSICAL TRAINING PROPER.**

To be regulated by weight, not school grade. Gymnastics and sport. Graduated games. Playground and open-air gymnasia.

#### **VI. FINAL AIM.**

Power, vigor, self-control.

The above syllabus can be made either as a whole or in part the basis of a profitable meeting of parents and teachers in Round-Table session.



One morning little Nellie discovered a spider's web in the window. "Oh, mamma," she exclaimed, "come and see this bug in a little hammock!"

## THE EDUCATIONAL CURRENT.

EDITED BY CLARA KERN BAYLISS.

**Our Motto.**

GIVE us country clubhouses. In place of the eight or ten schools in each township, with enrollments ranging from six to sixty, each with meager apparatus and library of a half-dozen books, let us have one central graded school, with a building of eight or ten rooms, one of which shall be a reading-room for parents as well as children; light the building well; put up sheds for the horses; and render country life attractive by making the school the center of intellectual and social life for the community.



**Arguments for Centralization.**

THE pupils of a township are brought together and there results the inspiration that always comes from numbers.

There are enough pupils to form good strong classes, thoroughly graded as they are advanced, which is almost impossible in the average district school.

There will be better teachers with better pay.

There can be daily delivery of mail throughout the township. Children can take the mail home from school.

With a central graded school with a high-school course, all the children of a township have the benefit of higher educational advantages at their homes without going to the city for them. Under the present district system only about ten per cent. of the children ever go to a high school. The remaining ninety per cent. get no other education than what they get in the district school. With a township graded school children are at home of nights under the care of their parents, so that their moral as well as intellectual growth is watched.

Centralization means more regular attendance.

Better results will be secured for less money. There

will be but one or two buildings to heat and keep up instead of eight or ten.

It will solve the problem of how to keep the boys on the farm. We thus bring home to the farm that for which a boy goes to the city or town. The schoolhouse, with its library and reading-room, will become the social and intellectual center of the community. Thus will be brought to the farm the higher educational advantages which mean higher citizenship for all.

If the average farmer means what he says when he asks for economy in the expenditure of public funds, then he should set the example by so spending the large outlay of money for educational purposes. Centralization will secure far better results at less cost.

The pupils can be conveyed to and from schools. As a result there will be no wet feet or clothing and no tardiness.  
—*Superintendent Winnebago County.*

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**A**T the Central Illinois Association of Good Pedagogy. Teachers, which met in Champaign in March, Miss Stella Root, musical director at Springfield, said: "It is the little monotone who needs the teacher's effort. The good singer will get on very well with no special attention or encouragement."

"We never force the work. We always *win* it."

Miss Root was talking of music, but this is good pedagogy in any department of school work. It is not the bright pupil, but the dull one, that needs most of the teacher's attention; draw, not drive, if you would attain the best results.

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In connection with this suggestion that school work be made attractive we cannot resist the temptation to mention a very interesting budget of letters that came to us the other day from a small country school in Whiteside County, Illinois. Interesting because the letters revealed:

1. The things which most interested the pupils.

2. The *esprit de corps* that can be engendered by any teacher who is herself thoroughly interested in her work.

This is a school which a year and a half ago had no ideals. Whatever purposes or ambitions the pupils may have had as individuals they were entirely disintegrated as a school. There was no homogeneity. The school spirit was fitly represented by the schoolroom, which contained three or four battered books, a dirty map, and a crooked poker.

Now—but we will let the letters tell their own story:

"Our library is growing fast. We have 190 books.

"We have nine pictures and two relief maps. We have a nice barn now; there used to be room for four horses and buggies, but there was not that many that drove to school, so we took the west part and made a shop out of it. We made a bench and got tools from the different scholars. The other day we made a sled for the little scholars and they drew each other around on the ice."

---

"In the summer we have a garden where the old barn stood. The boys have enriched the ground so that we can plant seeds pretty soon, as spring is coming. This morning the boys were perched on the fence and the teacher said that was a sure sign of spring. I am glad of it if it is.

"The teacher made a place on the blackboard where she puts down the birds we see and the date. There are two already: the kildeer, March 3, and the meadow lark, March 8."

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"We have had a gray and white cat all the year. She sleeps in the teacher's chair or on our desks. She is a nice cat."

---

"When we wrote to Florida they sent us some tarpon scales and the saw of a sawfish. We got some letters from a school in Washington. There were thirty-eight of them.

The last letters we wrote were to Eastport, Maine. We are going to write to a school in New York next week."

---

"Most of us are taking the Pupil's Reading Circle work. Twelve of us received diplomas and one received the two seals. Another scholar and I received each one seal.

"We have written letters to other schools and last fall we wrote to the Hawaiian Islands. Valentine's day we received a box from there. In it were seven kinds of wood. They were the teak from India, the sandalwood, the lehua, the koa, the cocoanut, the guava and the kou. In it were also a little sponge picked up on the beach, a piece of sea-turtle shell, a piece of copper from a wreck picked up on the beach, some tree-snail shells from Koolan Mountains, a piece of white coral, two large cowries from Niihan Islands, a lot of little ones, a paper-knife made of wood, lots of other smaller shells and two kukui nuts. One was the way it was picked up and the other was varnished. They told us in their letters that long ago the natives used to bake these nuts so that the oil would run out, then draw a kind of weed through them that would burn like a wick and then hang this up. At night they would light one end of the weed and it would burn like a light."



**As a Means of Teaching.** A SIDE from the wholesome school spirit evinced in these letters, they are worthy of note as illustrating the value of this letter-writing, both as a means of teaching geography and as an exercise in composition and rhetoric. Even the little German girl who writes: "The teacher and we are very Much Obliged four those Book What you send," speaks with entire freedom of the singing of the lark, of the pond of ice in the field by the school-house, etc. Teachers who recall what a bugbear "composition day" used to be may see by the following (written by a boy of eight to a perfect

stranger) what this letter-writing does for the child in the way of eliminating awkwardness and constraint:

DEAR FRIEND: We little boys play horse and teacher is making us some new lines out of pretty colors. I have a new sled and I get up on the snow banks, then I go down coasting, and for two or three days the boys brought their skates and skated. There is ice and snow all around the school. The old cat was bad yesterday. The big boys caught an English sparrow and they took it in the house and it flew out of their hands and the old cat ate it up. We have a funny picture in the school. We have twelve trees in the yard. There are thirteen puples in the room to-day.

¤

**Spelling Reform.** THE Illinois Teachers' Association passed a resolution favoring the new spelling.

Program—(programme); tho—(though); altho—(although); thoro—(thorough); thorofare—(thoroughfare); thru—(through); thruout—(throughout); catalog—(catalogue); prolog—(prologue); decalog—(decalogue); demagog—(demagogue); pedagog—(pedagogue).

The following is also of interest in this connection:

The American Philological Association has recommended the following *Rules for New Spellings*, and a resolution has been introduced in Congress, instructing the Public Printer to conform to them in all printing for the government:

1. Drop **UE** at the end of words like dialogue, catalogue, etc., where the preceding vowel is short. Thus spell demagog, epilog, synagog, etc.
2. Drop final **E** in such words as definite, infinite, favorite, etc., where the preceding vowel is short. Thus spell opposit, preterit, hypocrit, requisit, etc.
3. Drop final **TE** in words like quartette, coquette, cigarette, etc. Thus spell cigaret, roset, epaulet, vedet, gazet, etc.

4. Drop final **ME** in words like programme. Thus spell program, oriflam, gram, etc.

5. Change **PH** to **F** in words like phantom, telegraph, phase, etc. Thus spell alfabet, paragraf, filosofy, fonetic, fotograf, etc.

6. Substitute **E** for the diphthongs **AE** and **OE** when they have the sound of that letter. Thus spell eolian, esthetic, diarrhea, subpnea, esofagus, atheneum, etc.

This is all very sensible and time-saving, but doesn't it jar upon one's æsthetic taste somewhat as it does to come back from the land of such melodious names as Santa Clara, Los Angeles, Albuquerque, Las Vegas, Bernadillo and hear the trainmen calling Scott, Knox, Stark, Jones-town?



*His Idea of an Education.* **E**VERY pupil should be made to feel that there is work for him to do, and that his happiness lies in doing that work. The difference between a useful education and one which does not affect the future life rests mainly in the greater or less activity which it has communicated to the pupil's mind; whether he has learned to think or to act or to gain knowledge by himself or whether he has merely followed passively as long as there was someone to draw him.



**Money Sense in Children.** IN THE Seventh Bulletin of the Iowa Society for Child Study, we notice a report on the "Money Sense in Children," prepared by H. E. Kratz, for the Mothers' Club. Among other deductions drawn from the answers of children in the different grades to questions regarding money, its use, its desirability, etc., is:

That the commercial instinct among the children does not require stimulating, but curbing and directing into right channels.

Their answers do not indicate as much vagueness among the lower grades as was anticipated.

Nearly one-third of the pupils want to earn money so that they may be independent.

An approximate classification is as follows:

Worthy motives for earning money—"to be independent," "to spend in useful ways," "to save," etc.	64.2 per cent.
Undefined motives for earning money—"to spend," "no answer,".....	28.7 per cent.
Unworthy motives for earning money—"to spend in luxuries," "to be rich," etc.,.....	7.1 per cent.

The responses to the question, If you had five dollars, what would you do with them? are not easily tabulated, but follow quite closely the channels of expenditure, which were indicated in the replies given to Why do you wish to earn money? About two-fifths of them wish to spend the five dollars for food, clothing or some useful article. Three-tenths quickly decide that they will not spend any of them, but save all for future use. One-twentieth just as promptly decides to spend what was given them, thus affording another illustration of "come easy, go easy." Another twentieth, actuated by wiser motives, decides to hand over the five dollars to their parents. Quite a notable sprinkling of them decide to help the poor, while others, not quite so philanthropic, compromised the egoistic and altruistic spirit which struggled within them for the mastery, by deciding to spend part for their own pleasure and give the balance to the poor.

The remainder of the responses are so scattered as to give only glimpses of individual peculiarities, such as "give to the Babies' Home," "give to the church," "give three dollars to the Lord and save the rest," "let parents decide," "would think I was rich," "join the Golf Club," "have a good time," "put them in my pocket."

Some boys with a commercial instinct say they "would buy a calf with it," "buy a pig," etc.

**The Times Have  
Changed.**

ONE of the veteran teachers of Illinois, Superintendent Gastman, says that forty years ago people were quarreling as to whether there should be even one normal school in the state. Dr. Edwards was about the only defender of the school.

People were quarreling about the high-schools, saying no one had a right to tax the people for high-schools.

People felt about even public grammar-schools as they did about the measles; children had to have them; thank God when it was over.

**A Remark-  
able Case.**

THERE is at the State Institution for the Blind at Jacksonville, Ill., a remarkable case of abnormality: A blind girl of five years, who evinces the utmost terror at the presence of a man or the sound of his voice. For six months the most soothing treatment did not suffice to overcome her fears. The physician of the Institution took her in his arms and carried her, trying to quiet her as a mother hushes a babe, but she turned pale and trembled to such an extent that it was not deemed safe to continue the experiment.

Though not disturbed by other music, she manifests the same terror at the sound of a mouth-organ, even when it is played at the farthest corner of the room.

She is mentally defective; cannot learn to distinguish one letter from another, or one number from another; yet her memory is remarkable and she can spell a hundred words, and answer so many questions in arithmetic that the hearer would mistake her for a prodigy.



Willie Smith was playing with the Jones boys. His mother called him, and said, "Willie, don't you know those Jones boys are bad boys for you to play with?" "Yes, mamma," replied the lad, "I know that; but don't you know that I am a good boy for them to play with?"

## WORKINGS OF THE CHILD-MIND.

### GAME FROM FIRST TO LAST.

The death of Captain Charles V. Gridley of the flagship Olympia was due to his intrepidity in going into the battle of Manila when he was already very ill.

When Gridley was a small boy living in Hillsdale, Mich., a good deacon of that city used to drive a horse with white, curly hair, resembling sheep's wool. Whenever he went by young Gridley would call out:

"Bah! Bah!!"

This so annoyed the deacon that he complained to the father, and Gridley *pere* proceeded to chastise his son. This leaked out among his companions, and when the boy next appeared upon the streets his playmates, thinking the joke was now on him, saluted him with:

"Bah! Bah!"

At this juncture the woolly horse came around the corner, and Master Gridley, nothing daunted, cried out to the driver:

"Yes, you got me a licking, but bah! Bah! BAH!"

\*

### YOUTHFUL WISDOM.

Mr. Smith, visiting his friends, had tried to make a good impression upon their children. After his departure Mildred's mother asked her if she didn't think Mr. Smith a very nice man; to which the little tot of four summers replied in a disgusted tone:

"Oh, mans is all alike."

\*

### AN UNRELIABLE MAMMA.

A little miss of Springfield who had accompanied her mother to the Episcopal Church said:

"Mamma, you told a naughty story in church to-day. You've always told me there wasn't no such thing as

ghosts, and to-day in church you said: "I believe in the Holy Ghost."



A small boy in the juvenile grammar class, being told to compare the adjective "little," answered: "Little, small, nothing at all."



*Small Boy*.—"Will you let my mother have a pound of coffee, and she'll pay you on Saturday?"

*Assistant*.—"Tell your mother we don't give credit."

*Small Boy*.—"She doesn't want credit; she wants a pound of coffee."



*Mamma* (severely).—"Daisy, you have been at my work-box again! I'm afraid that everything I tell you goes in at one ear and out the other."

*Daisy* (aged five).—"Well, mamma, why don't you 'top one of zem up?"



"Please give me some more of the pudding, mamma," said small Johnny the other evening at dinner. "Don't you think you have eaten enough, Johnny?" asked his mother. "No, I guess not," replied the little fellow. "My stomach only aches a little bit."



The reasoning of children is sometimes akin to logic. "Papa," said small Gracie, "why does the minister always have a glass of water on the pulpit?" "To quench his thirst, I suppose," replied the father. "Oh," said the little observer, "I thought it was because his sermons were so dry."



"Can your baby brother talk now?" asked a visitor of four-year-old Clara. "Yes," she replied, "he can say some words real well." "Indeed! And what are they?" asked the visitor. "I don't know," replied Clara. "They are words I never heard before."

## DEAF MUTES AND NEW WORDS.

Deaf-mutes under instruction acquire ideas faster than words. Hence they are often inclined to coin new words to supply the deficiency. In doing this they often show much ingenuity and remarkable clearness of perception. A few words are here given, some of them in the very sentences which the pupil wrote when introducing them:

As, road-boat for canal-boat.

Wall-floor for pavement, which is made of stones and laid level like a floor.

Brick-levels for a sidewalk, which is level and made of brick.

Sparkle-stone for flint.

Small-poxers for those who have had the small-pox.

### WORDS IN SENTENCES.

George Whitefield war-hooped it.

A naughty child disgoods the children.

An orderous pupil orders the boys.

He mercied (pitied) them.

We were interested to look at the various biographies of the pictures (portraits) which had been painted.

Jane haughts, (is haughty.)

She lunged, (breathed hard in dying.)

Before starting, the captain of the steamboat told the boilers (engineers).

I grated her, *i. e.*, thanked her.

I gratify (thank) God, because the pupils came from their parents to learn the alphabet. (The pupil learns that gratitude and grateful mean the same as thankful, and he then makes similar new verbs to suit his purpose.)

The pupils funerealed in Prince street, *i. e.*, they walked two and two in procession as at a funeral.

The children often play and bellows with the bellows for the fire.

Father Mathew purchased the grave-farm, *i. e.*, a plot of ground for a cemetery.

My father some years ago determined to remove to the West, but my mother wonted.

The island is now called Great Britain, and the natives were our ascendants. (The pupil meaning ancestors, the opposite of descendants.)

He eloquently them very much.—*J. Addison Cary, at the Second Convention of the American Instructors of the Deaf and Dumb.*

\* \* \*

#### CHILDREN'S CLOTHING.

An English surgeon calls attention to the great discomfort, or actual injury, caused by ill-fitting garments worn by a growing child. Clothing for young children is usually made in large quantities at a time. All the garments of the lot are cut after a fixed pattern, the different parts being pieced together rapidly and stitched by machine, all at the least possible cost.

The clothes are usually graded according to age instead of by size, and so a child who is larger or smaller than the average for his years gets a misfit. But even those whose size and age agree are often no better off.

The parent may notice that the child stoops and cannot be made to carry itself erect. Someone, perhaps the family physician, may suggest that the frock is not loose enough, but the mother demonstrates to her own satisfaction that it is, by gathering up folds of the garment in her hand or by running her hand under it.

But if the frock is removed and measured front and back, it will be noticed that the measurements over the chest and the back are the same; in other words, the arm-holes are directly in the center. If the child's arms were also directly in the center, the shirt or blouse would be an excellent fit; but the child's anatomy is not so ordered, nature having intended that its chest should bulge out to make room for the lungs, while the back should be flat and more or less rigid.

The effect of this wrongly made garment is that the shoulders are constantly drawn forward, and so the expansion of the chest and the play of the lungs are restricted, and then insult is added to injury, the poor midget being scolded for not sitting up straight.

If the fault is not remedied early, especially in the case of a girl who is not inclined to be a romp and a "tomboy" (and we may wish for their own physical good that all growing girls were tomboys), the deformed position becomes permanent.

One result of this forced stoop is that proper breathing becomes impossible, and consequently the health is not so good as it should be.

A body garment should always be much fuller in front than in the back. In the case of a young child this will prevent the slightest traction on the tender and easily molded shoulders; in the case of an older child, who begins to care how he or she looks, it will force the wearer to stand and sit erect, with shoulders back, or else to suffer the mortification of wearing wretchedly fitting clothes.—*The Youth's Companion.*

\* \* \*

#### ALREADY ATTENDED TO.

A very subdued-looking boy of about thirteen years, with a long scratch on his nose and an air of general dejection, came to his teacher in one of the Boston public schools and handed her a note before taking his seat and becoming deeply absorbed in his book. The note read as follows:

"Miss B——: Please excuse James for not being thare yesterday. He played trooant, but I gess you don't need to lick him for it, as the boy he played trooant with an' him fell out, an' the boy licked him. And a man they sassed caught him an licked him. Then his pa licked him, an' I had to give him another for sassing me for telling his pa, so you need not lick him until next time. I gess he thinks he better keep in school hereafter."

## PRIZE ESSAYS ON SCHOOL HYGIENE.

At the meeting of the Department of Superintendence of the National Educational Association at Chattanooga, Tenn., in 1898, a committee of nine members, with Hon. W. T. Harris, Commissioner of Education, as chairman, was appointed to propose a plan for prosecuting a scientific inquiry for the determination of the factors involved in the proper seating, lighting, heating, and ventilating of school buildings. That committee made a preliminary report at the Columbus meeting of the department in February, 1899. The report was also presented to the National Council of Education at the Los Angeles meeting of the Association in July.

In accordance with the recommendations of the report, the Council appointed a committee consisting of A. R. Taylor, President State Normal School, Emporia, Kan.; W. T. Harris, United States Commissioner of Education, Washington, D. C.; George P. Brown, Editor *School and Home*, Bloomington, Ill.; W. F. King, President Cornell College, Mt. Vernon, Ia., and Aaron Gove, Superintendent City Schools, Denver, Colo., to ask the Board of Directors of the general association for the sum of \$1,200, to be offered to experts for prize essays on the subjects named, and if the amount should be granted, to make formal propositions for the same.

The allowance was made and the committee offer the following prizes, subject to the conditions hereinafter named:

*For the best essay submitted on each of the following topics: the seating, the lighting, the heating, and the ventilating of school buildings, \$200.*

*For the second best essay submitted on each topic, \$100.*

Each essay shall be limited to ten thousand words and shall be submitted in printed or typewritten copy without signature, but with name of author enclosed with it in sealed envelope and addressed to the chairman of the committee at Emporia, Kansas. Three copies of each essay shall be submitted. They must be mailed not later than February 1, 1901. The essays and envelopes will be properly numbered for identification and the former forwarded to three experts to be hereafter appointed by this committee. Each expert will be ignorant of the appointment of the others and their combined judgment shall determine the award. Should no essay on any topic be found worthy of an award and publication, the committee reserve the right to withhold the same.

The committee reserve the exclusive right for the National Educational Association to copyright the prize essays and to publish the same for general distribution.

The committee desire that each essay shall treat each topic independently and be complete in itself, no reference being made to statements contained in another essay. Generalities and speculations are not desired, neither are detailed technical formulæ and demonstrations. Each essay should present concisely and comprehensively the problem to be solved and the scientific principles involved; should discuss briefly the construction of the school building as related to the problem of sanitation in general and to the specific subject of the essay in particular; should describe in detail sufficient for the apprehension of the average teacher the conditions and mechanisms by which the best results may be obtained; should include figures and diagrams illustrating general plan and principles involved; should set forth methods and devices for detecting defects and suggest remedies for the same in buildings already constructed; should give references to a few buildings where the system has been adopted; and should be supplemented by a brief bibliography of standard authorities on the subject discussed and a short list of manufacturers of approved devices and supplies for carrying out the plans advocated by the author.

The essay on ventilation should include full suggestions concerning the use of disinfectants.

Should the awards on two or more essays be made to the same person, he will be permitted to revise and unify the manuscript before publication by the committee.

A. R. TAYLOR, Chairman of Committee,  
IRWIN SHEPARD, Secretary N. E. A., Emporia, Kan.  
Winona, Minn.

\* \* \*

*Aunt Clara* (sympathizingly).—"Why, Harry, dear, what's the matter?"

*Harry* (sobbing).—"M-mamma whipped me. I w-wish I h-had been b-born a orphan."

\* \* \*

A school inspector finding a class hesitating over answering the question, "With what weapon did Samson slay the Philistines?" significantly tapped his own cheek, and asked, "What is this?" The whole class instantly answered: "The jawbone of an ass!"

## AMONG THE BOOKS.

**The Inductive Geography.** By Chas. W. Deane and Mary R. Davis. Potter & Putnam Company, New York, Buffalo and Denver; 334 p. 90 cts.

The Inductive Geography is a radical departure from the old-time geographies, which were not only cumbersome in size, but high in price.

The maps, although not as large, actually, as those in the present geographies, are, apparently, even larger by comparison, as they give about one-fourth of the detail matter. Three-fourths of the minutiae on the larger maps are omitted, being unimportant and uncalled for in the text. The consequence is that the maps of the Inductive stand out with greater prominence, as every part presented is of importance and a complete and strong mental picture is made in the mind of the pupil. Two maps are given of each country—a physical map in black, with gradations of shade to represent elevations, after the German method, and a political map in colors. Charts showing the distribution of animals, minerals and vegetation are given in color and explained.

The plan is, as its name indicates, inductive. In its presentation of physiography the authors have been eminently successful, and, as a whole, the book is a wide departure from the old method.

The foreign possessions of the United States are presented in a separate section. The maps of these countries are given together, shown on the same scale. The book is well printed and handsomely illustrated with a large number of half-tone views.

In brief, the special features of this book are: Its size; its up-to-dateness; its good press work; its inductive method; its illustrative matter; its presentation of physiography; its smaller maps.

This book is an advanced book of a series of two, and is intended for grammar grades. The first, or primary-book by the same authors, will soon be ready.

•

**Stories of Maine.** By Sophie Swett. Cloth, 12mo, 278 pages, with maps and illustrations. American Book Company, New York and Chicago. Price, 60 cents.

Some of the most stirring and important events of our

history are described in this little book in a highly entertaining manner. The author has accomplished the task of preserving valuable records, much of which are unknown, because hitherto found only in books out of print or in the archives of historical societies, yet which are so full of interest that they "read like folk lore and legend and other than veritable history." Persons who read this book will wonder that so little has been written about some of the bloodiest Indian wars, bitterest fights for supremacy among old-world nations and most heroic struggles of pioneers to be found anywhere in American annals. With such a wealth of material the task has been to edict for treatment such events as portray best the growth of a wilderness of savages into a great and enlightened state. From the account of the early visit of the northerner to the present time the reader is taken through a series of events which make a complete and accurate history with a vivid picture of the struggles and hardships encountered by the pioneers and their descendants. The mere titles of the chapters, such as "King Philip's War," "How Captain Weymouth Kidnapped the Natives," "Simon the Yankee Killer," "The First Naval Battle of the Revolution" and "Maine in the Civil War," show the interesting and valuable character of the book.

The book is in an attractive form, well printed and handsomely illustrated. It is an invaluable addition to the supplementary reading of schools.



**Old Norse Stories.** By Sarah Powers Bradish. 240 pages. Illustrated. American Book Company, New York and Chicago. 45 cents.

In this book the author retells some of the most popular of these stories in a way to make them attractive to young readers. These strange and wonderful stories were an important part of the life and thought of our remote ancestors who lived many ages ago in Northern Europe. As they gathered around their firesides in the long winter evenings they told of giants, dwarfs, elves, and other creatures of the imagination, and through their power and intervention they accounted for all the operations of nature around them,—as day and night, summer and winter, storms and sunshine, life and death. These myths, for such they were, and kindred folk tales were handed down through many generations by oral tradition, when they were recorded

in books of poems and stories, called Eddas, written many hundreds of years ago. These in turn became the source and inspiration of many works in art and literature, of which the German Nibelungenlied is a well known example. The place these "Old Norse Stories" have in our history and language make a knowledge of them by the young desirable, and few books will prove so fascinating for children or so valuable for school and family reading as this one.



**History of English Literature.** By Reuben Post Halleck. American Book Company. New York and Chicago. 499 pp. \$1.25.

No book will receive a heartier welcome from teachers of English than this new volume. It furnishes a concise and interesting text-book of the history and development of English literature from the earliest times to the present. The subject is treated as a related whole, and the general drift of literary thought is clearly portrayed. Though philosophic, it is simple, stimulating, suggestive, and leads naturally to original thinking. It is not a collection of biographies, for only sufficient facts of an author's life are given to make students interested in him as a personality, and to show how his environments affected his work. The author's productions, their relation to the age, and the reasons why they hold a position in literature, receive treatment commensurate with their importance. Special attention is paid to literary movements, to the essential qualities which differentiate one period from another, and to the animating spirit of each age. A carefully prepared list of books is included to direct the student in studying the original works of the authors discussed, and questions are added with a view to stimulating thought and comparisons. Summaries are also given embracing the chief characteristics of each writer and the most important facts in each age. The book contains many excellent illustrations and a unique and instructive literary map of England, showing the birthplaces and homes of the chief authors.



**A Smaller History of Rome.** By Sir William Smith, D. C. L., LL. D. Revised edition by A. H. J. Greenidge. American Book Company. New York and Chicago. 371 pp., with colored map, plans and illustrations. Price, \$1.00.

There is probably no book on this subject more univer-

sally used by high schools and similar schools than this Smaller History of Rome. It occupies a distinct position by itself. In this new edition care has been taken to preserve the essential characteristics and proportions of the original book as far as possible, with due prominence to the most important events. Some valuable additions have been made, however, including the results of recent historical investigations. In typography, as well, it is a vast improvement, and all the maps and a larger portion of the illustrations have been especially prepared for this volume. We predict for it a great success.



#### CARE OF SCHOOLROOMS.

The Michigan State Board of Health respectfully recommends to school boards and other officers having charge of assembly-rooms that they put into operation the following methods in the interest of public health:

"That the regular care of schoolrooms include sprinkling the floor before sweeping, the subsequent dusting of desks or wiping them with a clean damp cloth, and the airing of the room before its use.

"That the interchange of books be allowed only under such conditions as render the transmission of disease impossible. That the use of slates be discontinued.

"That persons known to be affected with tuberculosis of the lungs, or who persistently cough and expectorate, be denied the privileges of such rooms, either as teacher or pupil. That all spitting upon the floor by any person be strictly forbidden, and that proper conveniences for receiving sputa be supplied.

"That at least once a year the room and contents be thoroughly disinfected, the woodwork and floor washed with an antiseptic solution, the walls whitewashed, and the plumbing and ventilating inspected."



*Lady.*—"And what does your father do?"

*Little Girl.*—"Oh, papa is a doctor."

*Lady.*—"Indeed! I suppose he practices a great deal, does he not?"

*Little Girl.*—"Oh, no. He doesn't practice any more. He knows how, now."



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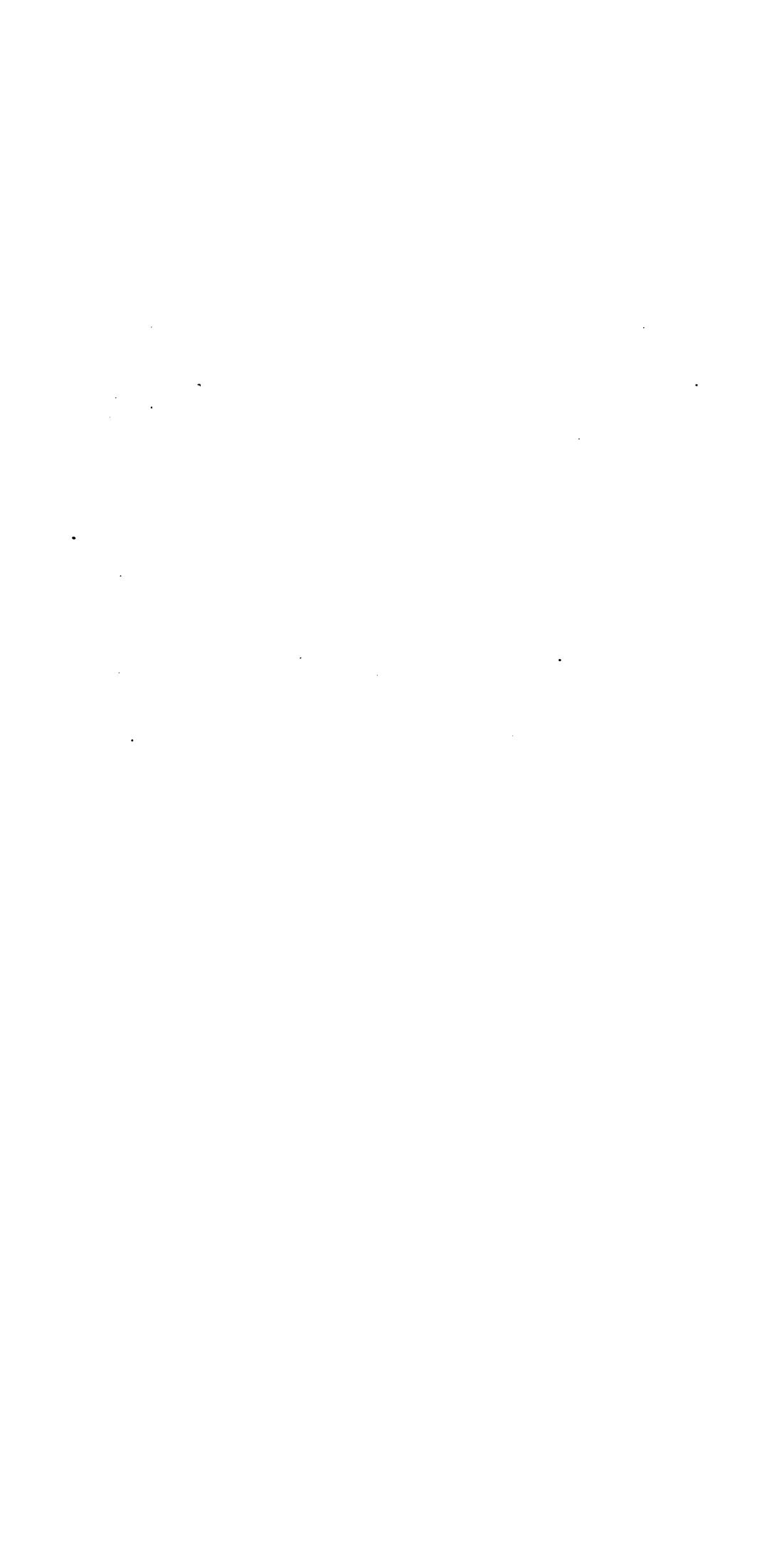
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